DOCUMENT RESUME

ED 192 487 EC 130 149

AUTHOR	Glover, Elayne: And Others
TITLE	BEH-Outreach. Final Report, September, 1978-September, 1979.
INSTITUTION	Chapel Hill Training-Outreach Project, N.C.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Sep 79
GRANT	G007901774
NOTE	233p.
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	*Family Relationship: Information Dissemination: *Outreach Programs: *Parent Child Relationship: Preschool Education
IDENTIFIERS	Final Reports: *Gifted Handicapped

ABSTRACT

The final report presents objectives, procedures, and evaluation information on a training outreach program for young gifted handicapped children and their families. Project goals, services to families, staff development, and dissemination activities are outlined. The bulk of the document is composed of appendixes, including sample media stories about the project, sample forms, examples of individualized education programs for program children, announcements of program training activities, and an evaluation summary of an outreach conference. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED192487

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SUBMITTED TO:

Dave Rostetter
Project Officer
Program Development Branch
Bureau of Education for the Handicapped
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

G00 790 1774

BEH-Outreach
Final Report

September, 1978-September, 1979

PREPARED BY:

Elayne Glover, Project Coordinator
Dorothy Cansler, Family Coordinator
Janet Fennessy, Administrative Assistant

SUBMITTED BY:

Anne R. Sanford, Project Director

Chapel Hill Training-Outreach Project
Lincoln Center
Chapel Hill, North Carolina

EC130149

JUN 9 1980

A. Services to Children

PROJECT OBJECTIVES

OBJECTIVES	PROCEDURES	EVALUATION
1. To maintain replicable criteria for services to young, gifted-handicapped children in each replication site.	1. The following criteria governed enrollment in the replication sites of the Gifted-Handicapped Project: - Children three to six years of age - Professional documentation of handicaps which meet HEW statutory descriptors - Handicapped children who display unusual talents and abilities - Recommendations of a team of professional personnel	1. The replication programs were composed of children meeting the outlined criteria. The number of children per site is as follows: - Durham - 12 children - Southern Pines - 6 children - Fayetteville - 8 children See appendix 1.0 for summary chart depicting ages and disabilities of the children.
2. To develop and implement plans for recruitment of young, gifted-handicapped children in each replication site.	2. The recruitment of enrollees for each replication site included contacts and information-sharing which utilized: - Dissemination of brochures - Newspaper articles - Television & radio broadcasts - Presentations at meetings - Letters - Telephone calls Targets of recruitment and referral included: - N.C. Developmental Evaluation Clinics	2. All sites utilized various recruitment methods. The most common referral agency was the N. C. Developmental Evaluation Clinic in the Fayetteville and Southern Pines sites. Head Start was the most common referral source for the Durham site. See appendix 1.1 for (2) newspaper articles concerning the Fayetteville PEP class replication site.

A. Services to Children, continued.

OBJECTIVES	PROCEDURES	OUTCOMES
	2. - N.C. Memorial Hospital Programs such as Neurology of Environmental Pollutants and Pediatric Psychopharmacology Services. - Area Pediatricians - Public Schools - Developmental Day Care Centers - Head Start - Mental Health Programs - United Cerebral Palsy - Greensboro School for the Deaf - N.C. School for the Blind - U.N.C. Dept of Psychiatry - U.N.C. Pediatric Rehabilitation Clinic - U.N.C. Dept. of Medical Allied Health Professions - D.D.D.L. Diagnostic Team	

A. Services to Children, continued:

OBJECTIVES	PROCEDURES	OUTCOMES
3. Develop and implement systematic procedures of referral in each replication site.	3. Referral procedures were designated as follows by the admissions committee: 1) Referral from agency, pediatrician, private individual 2) Home visit to take application 3) Completed forms are sent to local Developmental Evaluation Clinic. Evaluation is scheduled. Forms to be included: (see appendix 1.2) a. Referral form b. Permission to release information to DEC c. Permission for evaluation d. Diagnostic LAP and Prescriptive LAP administered 4) Evaluation at DEC 5) Informal observation by teacher 6) Admissions committee review applications 7) Decision made regarding acceptance into the program 8) Advisal by admissions committee on acceptance 9) Parent interest and intake form	3. Fayetteville, N. C. Referral and admissions procedures were implemented and followed in each placement. Southern Pines, N.C. 3 children referred from within Developmental Day Care Center to the Gifted-Handicapped Program. 3 children referred by DEC and parents. Admissions procedure followed in each placement. Durham, N.C. All children referred from Head Start. Admissions procedure implemented.

A. Services to Children, continued:

OBJECTIVES	PROCEDURES	EVALUATION
	3. Continued: 10) LAPs completed on child within 4 weeks of admission date. 11) Parents complete questionnaire to aid in preparation of I.E.P. 12) Meet with parents to finalize I.E.P. for next four months.	

A. Services to Children, continued:

OBJECTIVES	PROCEDURES	EVALUATION
4. To provide comprehensive diagnostic and treatment services for young, gifted-handicapped children in each replication site.	4. The Outreach Project provided assistance when necessary to the replication sites in the procurement of appropriate diagnostic and treatment services from the N. C. Developmental Evaluation Clinics and the U.N.C. Division for Disorders of Development and Learning.	4. Fayetteville 100% of the children received* complete diagnostic evaluation from the DEC. 100% of the children are receiving physical therapy services through the DEC Appropriate adaptive equipment was obtained through the Crippled Children's Fund. * This includes visual and audiological examinations. Southern Pines Three children referred initially through the Moore County Developmental Day Care Center. Three new children referred in May 1979 through the Encoe DEC and the U.N.C. D.D.D.L. 100% of the children have received diagnostic evaluation to be reviewed. Durham Two children received complete PT diagnostic and treatment services through the PACT program. Corrective

A. Services to Children, continued:

OBJECTIVES	PROCEDURES	EVALUATION
		4. Durham, continued eye surgery was performed on three children at Duke University; corrective glasses were obtained for two children. Speech therapy was prescribed for 4 children through the Head Start program. Another child was referred for shunt surgery to Durham General Hospital. Regular Resource Room services were offered to one child.

A. Services to Children, continued:

OBJECTIVES	PROCEDURES	EVALUATION
5. To establish an individualized management system for each child enrolled in the gifted-handicapped replication sites.	5. Individual learning objectives and prescriptive programs will be developed for each enrollee. Use of the Chapel Hill Project's Learning Accomplishment Profile (LAP), LAP for Infants, LAP - Diagnostic Edition and recommendations of the interdisciplinary prescriptions will form the basis of the Individualized Education Plan (IEP).	a. Fayetteville, N.C. IEPs were developed and implemented on all children. (See appendix 1. 3) b. Southern Pines, N.C. IEPs were developed and implemented on all children. (See Appendix 1. 4) c. Durham, N. C. IEPs were developed and implemented on all children. (See appendix 1. 5)

OBJECTIVES

6. To increase the comprehensive development of each child served in the gifted-handicapped replication sites.

PROCEDURES

6. Individual pupil progress was documented by the following procedures:
   a. Pre-post measures of six areas of development

   Note: Cognitive matching and cognitive counting are not included. Counting skills do not accurately portray developmental gains but indicate skills gains. Cognitive Matching abilities are reflected in language comprehension scores.

   b. Record of accomplishments of long-range goals and short-term objectives (see item 6 - Evaluation.

   c. Periodic filing of samples of individual work - Folders were maintained on each child and are on file in the centers.

   d. Video-taping of pre-post intervention.
   Pre-program videotapes completed at all 3 sites. These were shown to parents on individual basis.

   e. Record of transition to least restrictive environment. See Objective 7.

EVALUATION

6. Fayetteville

	PRE		POST		
a.	Raw Score	Dev. Age	Raw Score	Dev. Age	Average Gains
Child A					
FM			28	36 mos.	
FW	NOT PRETESTED		10	30 mos.	
LN			7	36 mos.	
LC			18	48 mos.	
Child B					12 mos.
FM	31	42 mos.			
FW	19	48 mos.			
LN	15	54 mos.	21	66 mos.	
LC	24	72 mos.	23	72 mos.	
Child C					13 mos.
FM	32	48 mos.	40	60 mos.	
FW	18	48 mos.	27	60 mos.	
LN	18	60 mos.	21	65 mos.	
LC	18	48 mos.	24	72 mos.	
Child D					5 mos.
FM	31	42 mos.	34	48 mos.	
FW	18	48 mos.	27	60 mos.	
LN	17	60 mos.	21	60 mos.	
LC	26	72 mos.	25	72 mos.	

Services to Children, Continued:

OBJECTIVES	PROCEDURES	EVALUATION

6. Southern Pines

	PRE		POST		
	Raw Score	Dev. Age	Raw Score	Dev. Age	Average Gains
Child A					
FM	*35	48 mos.	42	72 mos.	
FW	20	48 mos.	25	60 mos.	17 mos.
LN	No response		19	60 mos.	
LC	21	48 mos.	24	66 mos.	
Child B					
FM	31	32 mos.	34	32 mos.	
FW	10	30 mos.	14	30 mos.	8 mos.
LN	15	54 mos.	17	60 mos.	
LC	23	48 mos.	25	72 mos.	
Child C					
FM	36	34 mos.	39	60 mos.	
FW	20	48 mos.	24	60 mos.	11 mos.
LN	9	48 mos.	10	48 mos.	
LC	18	48 mos.	22	54 mos.	
Child					
FM					
FW					
LN					
LC					

* first number is raw score.

OBJECTIVES	PROCEDURES	EVALUATION

6. Durham

	PRE		POST		
	Raw Score	Dev. Age	Raw Score	Dev. Age	Average Gains
Child A					
FM	31	48 mos.	36	54 mos.	16 mos.
FW	13	36 mos.	22	60 mos.	
LN	10	42 mos.	20	66 mos.	
LC	21	60 mos.	24	72 mos.	
Child B					
FM	14	30 mos.	23	36 mos.	18 mos.
FW	8	24 mos.	16	48 mos.	
LN	6	33 mos.	11	54 mos.	
LC	9	24 mos.	19	54 mos.	
Child C					
FM	14	24 mos.	27	42 mos.	17 mos.
FW	6	18 mos.	7	24 mos.	
LN	7	42 mos.	13	54 mos.	
LC	9	24 mos.	18	54 mos.	
Child D					
FM	29	42 mos.	32	42 mos.	11 mos.
FW	11	30 mos.	19	48 mos.	
LN	10	42 mos.	15	54 mos.	
LC	12	36 mos.	19	48 mos.	

OBJECTIVES	PROCEDURES	EVALUATION

6. Durham, continued

	PRE		POST		
	Raw Score	Dev. Age	Raw Score	Dev. Age	Average Gains
Child E					
FM	15	24 mos.	23	42 mos.	11 mos.
FW	5	18 mos.	9	24 mos.	
LN	0	-15 mos.	3	24 mos.	
LC	1	6 mos.	5	24 mos.	
Child F					
FM	11	18 mos.	14	24 mos.	13 mos.
FW	6	18 mos.	8	30 mos.	
LN	0	-15 mos.	1	15 mos.	
LC	3	15 mos.	4	18 mos.	
Child G					
FM	30	48 mos.	37	54 mos.	19 mos.
FW	11	30 mos.	19	54 mos.	
LN	2	15 mos.	7	42 mos.	
LC	9	24 mos.	15	42 mos.	
Child H					
FM	24	36 mos.	28	36 mos.	8 mos.
FW	7	24 mos.	9	30 mos.	
LN	7	42 mos.	11	54 mos.	
LC	4	24 mos.	13	36 mos.	

OBJECTIVES	PROCEDURES	EVALUATION

6. Durham, continued

	PRE		POST		
	Raw Score	Dev. Age	Raw Score	Dev. Age	Average Gains
Child I					
FM	14	24 mos.	28	42 mos.	3 mos.
FW	8	24 mos.	9	24 mos.	
LN	6	36 mos.	6	36 mos.	
LC	12	33 mos.	12	33 mos.	
*Child J					
FM	41	72 mos.	43	72 mos.	8 mos.
FW	26	60 mos.	36	72 mos	
LN	19	66 mos.	26	72 mos.	
LC	23	60 mos.	26	72 mos.	Topped out of Assessmen
*Child K					
FM	43	72 mos.	43	72 mos.	3 mos.
FW	33	72 mos.	35	72 mos.	
LN	21	66 mos.	28	72 mos.	
LC	24	66 mos.	26	72 mos.	Topped out of Assessmen
Child					
FM					
FW					
LN					
LC					

A. Services to Children, continued:

OBJECTIVES	PROCEDURES	EVALUATION
7. To maintain a model demonstration program for gifted handicapped children and their families.	7. A replication of the Chapel Hill Project's comprehensive program of services for young, gifted-handicapped children and their families was established in Durham Head Start.	7. The Durham Head Start classroom was established September, 1978. Eight children were identified initially with handicapping condicapping conditions displaying special potential for learning. Three children without specific handicapping conditions, but who displayed exceptional abilities, were included as models in an afternoon program. Individual edicational plans were developed for each child based on the LAP-Diagnostic edition pre-program utilizing the Prescriptive LAP. Curriculum units were developed from the Curriculum Guide for Gifted Preschoolers. These activities were developed from the gifted-handicapped demonstration classroom. The "Correlated Day" Curriculum approach was also used to supplement activities at the lower end of the task hierarchy. An observation facility was built into the Durham classroom. 40 representing 16 agencies from October to August viewed the classroom. The children in the classroom were used in training 45 teachers in the administration of the LAP-D and the preparation of appropriate programs.

A. Services to Children, Continued

OBJECTIVE	PROCEDURES	EVALUATION
	7 continued:	
	Children served in the Durham Head Start Gifted-Handicapped Replication Program were mainstreamed into public schools and regular Head Start classes were appropriate. They received interdisciplinary support services from the U.N.C. D.D.D.L. and area Developmental Evaluation clinics.	Three children were mainstreamed into Holt Elementary School in Durham, North Carolina. Five children were placed in regular Head Start classes. One child was placed in Governor Morehead School for the Blind. One child was placed in a State Incentive Grant Preschool for handicapped children.

B. SERVICES TO FAMILIES

OBJECTIVES	PROCEDURES	EVALUATION
I. To orient families of the children enrolled in the replication sites to the project's purposes, objectives, staff roles, and parent roles.	1. Procedures for orientation will include: a. Coordination of initial contact with collaborating agenices	Objective 1: 100% of the families in the program participated in the following orientation activities: Southern Pines: a. Inclusion of referring agency personnel in procurement of information on the child and in interpretation of the program to facilitate transitional referral. Fayetteville: a. Inclusion of referring person in orientation through classroom observation, and individual conference to explain the program.
	b. Direct contacts through staff-parent interviews.	Southern Pines: b. Individual staff interviews with the parent. Fayetteville: b. Interviews with Chapel Hill Outreach staff, family coordinator and/or volunteers who maintain the program through fall of 1978.

Services to Families, continued:

OBJECTIVES	PROCEDURES	EVALUATION
		Southern Pines: b. Utilization of resources: local reources were recruited according to the individual needs of the children and family. Some examples include: 1. Mainstreaming two children in regular vacation Bible School. 2. Procurement of counseling at the Mental Health Agency for one parent. 3. Procurement of glasses, adaptive equipment through crippled children's fund, Easter Seals, and Lions Club. 4. Training for one parent through Central School for the Deaf. 5. Assistance in coordinating medical and dental services for the children. 6. Provision for genetic counseling through the DEC for one family.
	c. Development of parenting skills.	Fayetteville: c. Development of parenting skills through morning meetings with mothers during three sessions in which there were presentations of parent magazines, filmstrips, and discussions on Behavior Management, parents' role in teaching the child and ways to stimulate creativity.

B. Services to Families, continued:

OBJECTIVES	PROCEDURES	EVALUATION
	c. Strategies which focus on the positive features of advocacy and parent involvement.	Southern Pines: c. Classroom observation. Fayetteville: c. All mothers participated in weekly meetings of parents which provided information on Community services and orientation to ways parents can be advocates. During the fall of 1978, parents devoted one meeting per month to advocacy for the program. Activities included posters and brochures for doctors' offices in contacting numerous agencies for possible financial support. One parent informed Junior League about our program and secured about $4,000 for program support. Another parent stimulated her whole small town through newspaper articles to support the program. A number of activities including bake sales, and a "Run for Wendy" and other community activities netted the program an additional $6,000.
	d. Use of multi-media communication systems (including print, videotapes, and slide tape presentations.)	Fayetteville: d. All parents were shown the slide tape show "Audrey" and also given handout materials about the program.

Services to Families, Continued:

OBJECTIVES	PROCEDURES	EVALUATION
2. To provide individualized services families through needs assessment - in each replication site.	The needs assessment procedures for families will include: a. Staff-parent interviews. b. Use of a family needs assessment report c. Statement of parental priorities for services.	Objective 2. 100% of the families in the program had a "composite plan" written for each child and family in the Gifted-handicapped Program. This was based on: Fayetteville: 100% of the families had individual parent/staff interviews in which individual parent and child objectives were set. (See appendix 2.0 for example.) Based on their response on the Parent Interest Assessment Form (see appendix 2.1) and the Statement of Child's Skill Priorities (see appendix 2.2) Southern Pines: The Family Coordinator made monthly visits to each home in addition to a telephone call monthly. In these ways the family was assisted in working with their child on his or her individual program. Their agreement to participate and the plan for their involvement was jointly decided in the initial contact with the family. Their priorities for the child's program were also secured from them at the time of this initial planning.

.Services to Families, Continued:

OBJECTIVES	PROCEDURES	EVALUATION
3. To provide a comprehensive array of services to families of children enrolled in the replication sites.	The following services will be provided in the development of comprehensive services to families of children: a. Information sharing.	100% of the families enrolled participated in various alternatives including: Fayetteville: a. Information sharing: in addition to more formal interviews regular informal information sharing regarding the child's needs and progress were held with parents. Since parents provided all transportation, parents had weekly September - December and bi-weekly January - June contact with staff volunteers. Regular bi-monthly assistance by each parent in the classroom was given from January - June, and this provided additional opportunity for information sharing. Southern Pines: a. Information sharing: This was done primarily through regular monthly home visits and additional telephone call (see objective 2 above). Information from teachers, physical therapists and language therapists were shared with parents at these times. Parents were given individual instructions in techniques for assisting their child with acquisition of needed skills. Additional readings and filmstrips were used to give parents further information about their child's disability.

Services to Families, continued:

OBJECTIVES	PROCEDURES	EVALUATION
		Southern Pines: (3.a. continued) Quarterly covered dish dinners were held for all parents following guest speakers from local agencies who sopke about areas of interest regarding parenting the handicapped child.
	b. Utilization of resources.	Fayetteville: b. Utilization of resources: recruitment of funds, volunteer and local agencies to assist in maintaining the program were a vital part of the parent activities. 1. Volunteers for work in the classroom were recruited from the Haymount Methodist Church (see appendix 2.3) Board Members were recruited from various community agencies (see appendix 2.4), 2. Funds were obtained from pennies thrown in a fountain at a local shopping mall which parents requested for program use (see also objective 1.c.). 3. Local agencies such as Southeastern Rehabilitation Center, March of Dimes, and Developmental Evaluation Center provided supportive services such as evaluation, and consultation.

Services to Families, Continued:

OBJECTIVES	PROCEDURES	EVALUATION
		Southern Pines: c. Development of parenting skills: (See objective 3.a.). Most of the development of parenting skills had to be done on an individual basis through home visits since all parents were working and found day activities or evening meetings problematic.
	d. Advocacy	Fayetteville: d. Advocacy: In addition to items listed under objectives 1.c. and objective 5.b, all parents were shown media and given printed information regarding their role and rights under Public Law 94-142 Individual assistance and council in strategies, approached public school systems, and writing of necessary letters was given to parents regarding the placement of their children in mainstream situations for the coming year. (See appendix 2.5: Parent Advocacy Resource Manual). Three parents and one staff member participated in a two-day, 12 hour workshop on parent advocacy provided by the Chapel Hill Training-Outreach Project.
		Southern Pines: d. Advocacy: Staff have worked with parents to assist in smooth transition between the Gifted-Handicapped replication program and the regular

Services to Families, Continued:

OBJECTIVES	PROCEDURES	EVALUATION
		Southern Pines: d. continued: classrooms in which two gifted-handicapped students will be enrolled during 1979-80. Staff have become advocates with the parents to procure appropriate mainstreaming situations. This has been satisfactorily arranged to date. Staff and parents have worked cooperatively in fund-raising activities. During the last year staff and parents of the developmental center have held two softball tournaments and assisted with a horse show to raise a total of $2,500. Parents and staff have worked at additional fund-raising through approaching United Fund, Knights of Columbus, Veterans of Foreign Wars, and County Commissioners. All of these groups have made contributions. One parent and one staff member participated in two-days of parent advocacy training.
	e. Emotional support and counseling.	Fayetteville: e. Emotional support: The weekly meeting of parents provided opportunity for mutual support in sharing. Since all weeks did not have planned activities, parents would sew, talk, or do recreational activities together while the children were in class. Regular contact with the volunteers, staff and Outreach

Services to Families, Continued:

OBJECTIVES	PROCEDURES	EVALUATION
		Southern Pines: d. continued: classrooms in which two gifted-handicapped students will be enrolled during 1979-80. Staff have become advocates with the parents to procure appropriate mainstreaming situations. This has been satisfactorily arranged to date. Staff and parents have worked cooperatively in fund-raising activities. During the last year staff and parents of the developmental center have held two softball tournaments and assisted with a horse show to raise a total of $2,500. Parents and staff have worked at additional fund-raising through approaching United Fund, Knights of Columbus, Veterans of Foreign Wars, and County Commissioners. All of these groups have made contributions. One parent and one staff member participated in two-days of parent advocacy training.
	e. Emotional support and counseling.	Fayetteville: e. Emotional support: The weekly meeting of parents provided opportunity for mutual support in sharing. Since all weeks did not have planned activities, parents would sew, talk, or do recreational activities together while the children were in class. Regular contact with the volunteers, staff and Outreach

Services to Families, Continued:

OBJECTIVES	PROCEDURES	EVALUATION
		consultants provided additional support. **Southern Pines:** e. Emotional support and training: All of the staff have related to parents so that they have experienced maximum support from both family coorindator as well as other staff perosns. Referrals of two parents to the mental health profession for additional counseling has been done when more support was deemed appropriate.
4. To develop and implement strategies for the involvement of families of gifted-handicapped children.	Each of the replication sites made available to families the following services: a. Home visits b. Group meetings c. Training sessions d. Project newsletter e. Involvement in the development of the IEP f. Classroom observation g. Volunteering in the classroom h. Development of materials i. Assistance in orientation to other families	**Fayetteville:** 100% of the families of gifted-handicapped children enrolled in the replication site participated in the following 7 activities: - group meetings - training sessions - project newsletter - involvement in development of I.E.P.s - classroom observation - volunteering in the classroom - development of materials for classroom and home use for the child. Home visits were not made during this year but were done during the intake process of the previous year.

OBJECTIVES	PROCEDURES	EVALUATION
		The parent group assisted in orienting the families of two new enrollees during 1978-79. All parents participated in a field trip to the state zoo. In addition to the above activities, 3 parents regularly participated in the steering committee meetings. During the 1978-79 year, there were two chairpersons, due to a family move. Both chairpersons were parents. Southern Pines: 100% of the families participated in the following six activities: - home visits - group meetings - training sessions - development of the I.E.P. - classroom observation - development of materials Some parents participated in a field trip to the state zoo and to movies.

Services to Families, continued

OBJECTIVES	PROCEDURES	EVALUATION
5. To increase the quality and Quantity of community and state resources available to families of gifted-handicapped children.	The Family Services Coordinator and replication site staff served as advocates in the increased utilization of such resources as: a. public schools b. mental health facilities c. Head Start d. Association of Parents and Professionals for Handicapped Children e. Council for Exceptional Children f. Developmental Evaluation Clinics g. Social Services h. United Cerebral Palsy i. universities and community colleges j. civic and service clubs k. churches l. scouts and other youth groups	100% of the families received services based on the Needs Assessment at priority of services. The following agencies were utilized: Fayetteville: a. Public schools: Consultants spoke to parent group, school participated in the gifted-handicpped steering committee. b. Mental Health: Provided consultants and liaison with early intervention program with one child. c. Urban League: Provided a steering committee member, and promised volunteers for 1979-80. e. Haymount Methodist Church: Provided facilities for weekly volunteers, and much coordination by associate minister. f. Developmental Evaluation Clinic: Provided opitional evaluations for referrals. g. Social Services: Provided steering committee member and referral services. h. Public Health: Provided steering committee member and provided referral services. i. Fayetteville State Teachers' College: Provided opportunity for volunteers and staff training.

OBJECTIVES	PROCEDURES	EVALUATION
		Southern Pines: a. Public schools: worked with staff in two systems to facilitate mainstreaming of two children and provide the individualized program for 1979-80 year. b. Mental Health: Procured physical therapy consultation one day per week from this source. Used as referral agency for parent counseling. c. Head Start: Staff member of the gifted-handicapped progrma provided a one-day workshop for Head Start on "Working With Handicapped Children". d. Youth ARC: Provided Muppet show for classroom, also small fund-raising activity for adaptive equipment. e. Development Evaluation Clinic: Arranged for the DEC staff to provide evaluation on two children so that parents could participate. f. Social Services: Arranged for services to families when needed, also used when necessary to report suspected child abuse. g. Sandhills Community College: Source of loaned media equipment, also regular arrangement with the program for field training of Human Resource Development interns. h. Sandhills Youth Center: (first offenders prison). This source

Services to Families, continued:

OBJECTIVES	PROCEDURES	EVALUATION
		has provided volunteers for the dialy work wiht the children. i. State Title Office: Provision of a workshop on Behavior Management for parents. j. Churches: Recruitment of additional space made available by the Bronson Memorial Presbyterian Church. k. Other: (See 3.b. for individual services provided to family). Parent Advocacy Workshops: Thought these workshops were not specifically written into the proposal plan, a large effort was made during the spring of 1979 to increase the quality and quantity of community and state resources available to families of handicapped children by conducting a series of parent advocacy workshops throughout North Carolina. It was felt that parent awareness and information would enhance their advocacy skills and subsequently augment services for the children. Objectives for the workshop were as follows: 1. To provide an overview of the role, function and useful strategies of a parent advocacy for appropriate services and programs for young handicapped children.

Services to Families, Continued:

OBJECTIVES	PROCEDURES	EVALUATION
5. (continued)		2. To Provide specific information on the content of PUblic Law 94-142, the Creech Bill, and Section 504 of the Rehabilitation Act. 3. To raise awareness of promise and problems in the implementation of the new Public Law regarding the right to the handicapped. 4. To give parents training and experience in participation in the I.E.P. process. 5. To provide information on local and state resources available to parents. 6. To provide inspiration to participants through exposure to other parents who have successfully assumed local and state advocacy roles. Six two-day workshops were conducted in geographically dispersed sights across the state. One or two parent advocates per program were recruited through all known programs mainstreaming or serving preschool handicapped children. Some 300 programs for the autistic, State Schools for the Blind and Deaf, United Cerebral Palsy Centers, Early Intervention Teams and Mental Health, Residential centers, developmental day care programs, voluntary associations of the parents relating to various disabilities, and local child advocacy councils. For a breakdown of number of trainees per agency and agencies represented, see appendix 2.6.

Services to Families, Continued:

OBJECTIVES	PROCEDURES	EVALUATION
5. (Continued)		All professional training was provided without fee by Chapel Hill Training-Outreach staff. Participants provided their own travel expenses. In addition to the Outreach staff, at each site 4 local volunteer parents were recruited as a panel to advise less experienced parents in advocacy strategy. The public school in each of the six sights provided a team of 4 persons including a board member, principal, coordinator of Exceptional Programs and a teacher to present some of the challenges and the problems of the implementtation of Public Law 94-142. These presentations facilitated the dialogue between concerned parents and public school personnel that was deemed beneficial by both parents, and panel participants, especially board members who had not previously been exposed to some parent concerns. A training to train model was employed with the anticipation that all advocates would assume some responsibility for dissemination of pertinent information on parents' rights and responsibilities under Public Law 94-142 to other parents in the agency or association they represented. A 180 page manual was developed (see table of contents in appendix 2.5) and given to each workshop participant. They were encouraged

OBJECTIVES	PROCEDURES	EVALUATION
5. (Continued)		to produce materials and impact their community in whatever way most needed by either organizing or informing other parents. Additional training packets with handouts and suggested role plays were given to assist them in training parents to participate effectively in I.E.P. conferences. Training content consisted of an overview of Public Law 94-142, Effective Techniques of Communication with Public Personnel, Parent participation in the I.E.P. Process, and available and state community resources. All participants were given a list of suggested advocacy activities which they might use in their community. In recognition of their available time, the community's needs and resources, they were asked to write six months goals for themselves. Copies of these will be mailed back to participants with request for feedback on their accomplishments wihtin the six months period. Each participant was asked to facilitate a minimum of one training session for the parents in their agency or association on rights and responsibilities of parents under Public Law 94-142 and the parents' participation in the I.E.P. conference. The following table tabulates basic information on the six workshops:

Parent Advocacy Training Workshops

Location of Workshop	I. Pre-Self Assessment	II. Post-Self Assessment	III. Overall Value of Workshop
Asheville, NC	20%	66%	85%
Charlotte, NC	39%	78%	89%
Fayetteville, NC	41%	76%	71%
Greensboro, NC	47%	86%	90%
Greenville, NC	34%	77%	83%
Raleigh, NC	36%	73%	76%

Random comments reflecting nature of participants responses:

1. I think that the training was very valuable to me and other parents. I enjoyed and learned a lot I did not know.
2. Extremely comprehensive training which was relevant and usable.
3. This workshop has been so good. I can't stress how well it was presented. Outstanding workshop.
4. This was very informative. Things I wouldn't have known otherwise.
5. Very effective in helping me understand my role as advocate and also on P.L. 94-142.
6. Extremely valuable in enabling me to recognize the needs of parents dealing as a minority with public school systems and other professionals.
7. Excellent introduction to meaning of advocacy and attitudes of public officials.
8. Valuable to parents with minimal knowledge to I.E.P. process.

C. Staff Development

OBJECTIVE	PROCEDURES	EVALUATION
1. To orient the Outreach staff to project goals, objectives, and the roles of personnel.	1. The procedures used in orientation of Outreach staff included: a. Use of individual conferences b. Attendance at seminar of national leaders c. Staff orientation and planning sessions d. Attendance at TADS training conference e. Weekly supervisory conferences f. Core course of the University of North Carolina Division for Disorders of Development and Learning g. Use of Project library h. Use of Project media i. Attendance at state and international CEC conferences	1. By November 15, 1978, 100% of the Outreach staff received the complete schedule of staff orientation.
2. To assess the needs of Outreach staff and plan for staff development.	2. In response to Project objectives, staff roles were specified and needs assessment specified competencies required to meet Project responsibilities.	2. By August 15, 1978, 100% of Outreach staff established individual roles, needs assessment, and competencies required for role implementation.

C. Staff Development, continued:

OBJECTIVE	PROCEDURES	EVALUATION
3. To develop and implement strategies to be used in staff development.	3. Procedures used in staff development included: a. Individual reading and study b. Training and oreintation by collaborating agencies c. Utilization of consultants d. Participation and Presentations - State and National NOTE: The following presentations were made by Outreach staff at state and national conferences: "Preschool Mainstreaming: Its Impact on Families." - Council on Exceptional Children in Dallas, Texas. "Assessment and Developmental Stimulation" conferencesponsored by the Early Childhood Training Project of the University of Central Arkansas, and the Division of Mental Retardation and Developmental Disabilities in Conway, Arkansas. e. In-service training with Outreach staff.	3. By June 30, 1979, 100% of Outreach staff demonstrated through the organization and presentation of three state-wide conferences on Promoting and Expanding Potential in Young Handicapped Children (PEP Conferences) and the provision of on-site training and technical assistance to three replication sites the following: a. Awareness of current literature for services to the gifted-handicapped. b. Skills in identifying and serving gifted-handicapped child and his/her family. c. Skills in program development and evaluation d. Skills in training and technical assistance. e. Skills in administering the Diagnostic LAP, Working With Families, media development, and curriculum Development f. Skills in mobilizing and utilizing community resources

D. Demonstration and Dissemination

OBJECTIVE	PROCEDURES	EVALUATION
1. To demonstrate and disseminate the products of the Chapel Hill Gifted-Handicapped Project.	1. The development of public awareness of the Chapel Hill model targeted on two major groups: General Public: The following strategies were used to inform the general public of project achievements in the area of promoting and expanding potential of young handicapped children.	1. By September 30, 1979, utilization of the following systems of dissemination are documented in project data systems.
	a. Information releases to area public newspapers	a. See appendix 3.0 for newspaper articles from the Fayetteville Observer and Times, the Hope Mill Outlook, The Spina Bifida Association of N. C. and the Chapel Hill Newspaper.
	b. Chapel Hill Outreach Project Newsletters	b. See appendices 3.1 & 3.2 for copies of the Outreach Newsletter describing PEP conference, Parent Advocacy workshops and replication site progress.
	c. Development of parent newsletters in replication sites.	c. See appendix 3.3 for sample copy of the Fayetteville newsletter.
	Professional Organizations and Agencies: Professional organizations and agencies throughtout the state of North Carolina continue to utilize materials and training offered at state-wide conferencts. The following agencies were major targets of demonstration of the CHOP model and materials:	a. A statewide series of conferences entitled PEP Conferences for Promoting and Expanding Potential in young handicapped children were held at the following locations: Charlotte, N. C. Greensboro, N. C. Wilmington, N. C.

D. Demonstration and Dissemination, continued:

OBJECTIVE	PROCEDURES	EVALUATION
		Agencies from every county in in North Carolina were invited to the most appropriate geographic site for the two-day conference. See appendices 3.4-3.6 for a complet breakdown of the agencies represented and the disabilities served. As a summary: Charlotte PEP Conference: 39 agencies represented 80 staff members trained Greensboro PEP Conference: 33 agencies represented 69 staff members trained Wilmington-Wrightsville PEP Conference: 18 agencies represented 50 staff members trained Topics of the two-day conferences included: The Gifted-Handicapped Curriculum Assessment of the Young Child Assessment of the Multiply-Handicapped Child Development of the I.E.P. Utilizing Assessment Information

D. Demonstration and Dissemination, continued:

OBJECTIVE	PROCEDURES	EVALUATION
		Communication Techniques for the Multiply Handicapped Child Social Emotional Development of the Handicapped Child Developmental Stimulation Curriculum Structuring the Learning Environment for the Physically Handicapped Child Involving the Parent in the Child's Educational Process See appendix 3.7 for copies of flyers and agendas for conferences. Evaluation Summary: A comprehensive evaluation was completed by each participant at each site. Each topic was evaluated and an overall value was assigned to the workshop each day. A percentage system reflecting value to the participant personally was selected. Complete evaluation summaries reflecting individual topics from each conference site are found in appendix 3.8. The over-all value of the conferences were as follows:

D. Demonstration and Dissemination, continued:

OBJECTIVE	PROCEDURES	EVALUATION
		Charlotte: Day I 92% Day II 91% Greensboro: Day I 88% Day II 87% Wilmington-Wrightsville Beach Day I 90% Day II 95%
2. To extend the project methods and materials on services to the gifted-handicapped to graduate and undergraduate students.	2. An agreement form was designed for student interns in the demonstration classroom established at Frank Porter Graham Elementary School.	2. See appendix 3.9 A graduate student from the School of Special Education Developmental Track Program completed an internship fall semester. An occupational therapy post grad student provided a weekly program for the class as a part of his course work requirements. The School of Speical Education utilizes the graduate demonstration classroom as a placement site.
3. To document the use of the projects observation facilities in demonstration activities.	3. A record keeping system was developed for observation of demonstration classroom.	3. See appendix 310 for sample copy.

APPENDICES

A. SERVICES TO CHILDREN

- 1.0 Summary of Children Served in Replication Sites
- 1.1 Newspaper Articles on Fayetteville Replication Site
- 1.2 Referral, Release of Information, and Permission for Evaluation Forms
- 1.3 Fayetteville Individual Education Program
- 1.4 Southern Pines Individual Education Program
- 1.5 Durham Individual Education Program

B. SERVICES TO FAMILIES

- 2.0 Objectives and Strategies for the Bonner Family
- 2.1 Parent Interest Assessment Form
- 2.2 Child's Skill Priorities
- 2.3 Volunteers - Fayetteville Replication Site
- 2.4 Board Members - Fayetteville Replication Site
- 2.5 Parent Advocate Resource Manual Table of Contents
- 2.6 Parent Advocacy Workshops

C. STAFF DEVELOPMENT - No Appendices

D. DEMONSTRATION AND DISSEMINATION

- 3.0 Newspaper Articles
- 3.1 Outreach Newsletter - Winter, 1979
- 3.2 Outreach Newsletter - Summer, 1979
- 3.3 Fayetteville Newsletter
- 3.4 - 3.6 Breakdown of PEP Conferences Served
- 3.7 Flyers and Agendas on PEP Conferences
- 3.8 Evaluation Summaries of PEP Conferences
- 3.9 Agreement Form - Students in CHIP Class
- 3.10 Record Keeping System for Observation of Classroom

APPENDIX 1.0

SUMMARY OF CHILDREN SERVED IN REPLICATION SITES

SITE	CHILD	AGE	DISIBILITY
I. FAYETTEVILLE	Tiffany Bell	3 years	Jaundiced, Respiratory problems
	Lisa Bryan	5 years	Mild Cerebral Palsy
	Joshua Bursian	4 years	Meniningitis
	Crystal Hosack	4 years	Cerebral Palsy
	Thomas Wayne Hammonds	5 years	Cerebral Palsy
	Wendy Stallings	4 years	Athetoid Cerebral Palsy
	Courtney Payton	4 years	Cerebral Palsy
	Emmely Wade Sweatman	4 years	Cerebral Palsy
II. SOUTHERN PINES	Jerry Lee Pate	5 years	Probable MBD
	Lamont Harris	4 years	Cerebral Palsy
	Cynthia Lynn Boggs	5 years	Emotionally Disturbed

SUMMARY OF CHILDREN SERVED IN REPLICATION SITES

SITE	CHILD	AGE	DISIBILITY
III. DURHAM	Kevin Little	5 years	Visually Impaired
	Tony Streater	4 years	Cerebral Palsy and Visually Impaired
	Amy Lucus	3 years	Visually Impaired
	Christine Waters	4 years	Myelomeningocele
	Don Matthews	5 years	Visually Impaired
	Jason Mizell	5 years	Williams Syndrome
	Ricky Smith	3 years	Down's Syndrome
	Takela Jeffries	4 years	Congenital Amputation
	Mary Alice Butts	3 years	Visually and Speech Impaired

ayetteville Times 4/7/78

APPENDIX 1.1

Larry Cheek

'...One More Step'

"Faith is walking to the edge of all the light you have and taking one more step."

The sign hangs on the wall of Ralph Waters' office at the Haymount United Methodist Church. It refers to religion, because Waters is a minister.

But the words, the message, might just as easily apply to the mothers and children who once each week gather at the church — to learn, and to be with each other.

They are taking that one step, out of the comfortable, sure but too safe world of home, into that larger place of risk and possible hurt where dwell the rest of us.

We are the normal. They, the children, are the physically handicapped.

"Stephanie was scared to leave me," said Regina Bonner, the mother. "She'd never been with other children. I'd always been real protective. But now, she's come out tremendously."

Stephanie, born with a severed spine and paralyzed from the waist down, is one of the children who come each Wednesday to Haymount Methodist.

There, they learn, they interact with each other, they enjoy.

And the hope is that through this experience the children, who range in age from two to five, can ready themselves for what will come later — public schools.

The program came to Fayetteville from Chapel Hill, through the Developmental Evaluation Center here.

Only six children are currently served. The goal is to identify others who have a need, and enroll them in the program also.

Emme, Wendy, Tiffany...

Not all can be helped. The mentally retarded, for instance, are not. The Haymount program is geared strictly for physically handicapped children of average or above-average intelligence.

It is not discrimination. It is simply that this is the group that the people running the program feel is least helped elsewhere.

Emme is a mildly cerebral palsied child, from Coats. She walks with a noticeable limp, but is age level in intelligence.

Wendy is from Red Springs. She is severely palsied and has very little use of her limbs. She cannot point or grab a ball. But when the teacher says "which is the red ball," she can look toward the red ball. She is a bright little girl who might, or might not, ever enter the public schools.

Tiffany is the youngest. She is two and one-half years old. She cannot yet walk, because her legs and ankles will not support her.

knows her alphabet, colors and can even use a calculator. She is a beautiful, gifted child.

Thomas Wayne is palsied. He walks with the aid of a horse which his father made. He supports himself by pushing the horse in front of him.

Crystal walks unassisted. She is handicapped, but not severely.

"Stephanie loves other children," said her mother, Regina Bonner from White Oak. "But they don't know how to play with her. They play too rough. Here, she's around children as gentle as she is."

Wendy's mother is Darlene Stallings.

"Her attitude has changed," said Mrs. Stallings. "She was kinda spoiled to begin with. She cried the whole way over here from Red Springs at first. Not now.

"She's saying a few words, making more sounds, mentioning the other childrens' names. There's a glow about her now."

'Yes, I Can'

Emme, who is Deen Sweatman's daughter, is like her mother — gay, outgoing, happy. She has always responded to other children.

"Being here takes her mind off herself," said Deen Sweatman. "Now it's 'poor Wendy, she's handicapped.' She's with somebody worse off than she is."

Bless the babies. Stephanie didn't even consider her condition "wrong" for a long time.

She can't walk, but when you ask her if she can, she says "yes, I can, with my braces," and isn't that exactly right?

It is the mothers who know fear, and who seek to conquer it by meeting with each other, while their children are learning upstairs at the church.

"Ultimately," said Deen Sweatman, "it comes down to the truth that a child is a child is a child. You have the fear of pushing your child into a normal classroom, but the idea of keeping them out is too frightful to bear."

"That's right," said Regina Bonner. "I can't see them wasting away to nothing when they could be somebody."

To be somebody. For the six children at Haymount, that means merely to be normal children among other normal children, doing whatever it is they all do.

It means maturing hard, because Stephanie won't keep her four-year-old innocence forever.

I saw her on the way out. She was sitting at the end of the table in a tiny chair, the "wheelie" her grandfather had made for her close at hand.

She was drinking milk and eating crackers and cheese with the other children.

Ralph Waters told her she was going to be in the newspaper.

"Me?" she exclaimed. "Can I read it?"

Ralph told her she could. Stephanie smiled. Her whole face lit up.

"I can?" she said. "I'm so happy."

Do you have a child like Stephanie, or Emme, or Wendy or any of the rest?

Call Ralph Waters at 484-6805.

Maybe he can help.

Hope Mills Outlook - Oct. 5 - 1978

APPENDIX 1.1

e Help Those Chosen Few

BY JAN ZITNICK

e physically handicapped is to n encumbrance or disadvan- hat makes success more dif- To be a child and to be ally handicapped makes suc- n any endeavor an extremely lt hurdle. A child, physically capped before he or she even s what it is like to walk, to , to pick up, to hold, to do any movements other children can thout conscious effort, is an un- condition life imposes on a n few of our little ones.

ays past these chosen children did not live very long, or when did, they suffered untold pain unhappiness. Today, with rn medical advances, more isticated treatments and ment and a more enlightened on physical difficulties, more capped children get the care need and deserve. Often, get- the care the physically han- pped child needs is as close as finding the right agency, depar- nt, program or person who is pped, willing and able to give care.

ne of the programs in our area ch is equipped, willing and able ive help to physically handicap- children is the Gifted-Handicap- Program, conducted at ymount United Methodist Church ayetteville.

ccording to Rev. Ralph Waters, ociate Minister at Haymount thodist, and on the Steering mmittee for the program, the Gif- -Handicapped Program is for ldren 2½ to 5 years of age who de medically documented ysical handicaps and who, cause of their handicaps, are not ng their abilities but do have the tential for performance at higher els. These are children who would efit from an enriched pre-school ucation and, because of this, may able to enter a public kindergarten.

Children are accepted into the program by referral from the Developmental Evaluation Center in Fayetteville, a local agency that serves an eight county area in testing children and finding special programs to fit their needs.

The program at Haymount Methodist began in December 1977 as an outreach program from Chapel Hill. It was funded by a federal grant but that grant has recently expired, leaving the program to rely on finding private funds for its continuation.

The program can accomodate eight children and right now there are six who participate on a regular basis once a week. The children's handicaps vary in type and severity. One child, Stephanie, was born with a severed spine, one suffers from hydrocephalus, several have cerebral palsy. Some are able to get around fairly well, others are severly handicapped and need attention on a one-to-one basis. All are being helped by the program at Haymount Methodist and it is hoped some of the children will be able to enter public kindergarten when they are of age, with the same confidence as would a child who is not physically handicapped.

Waters explained, "We try to develop an IEP (Individual Educational Program) for each child." In three public schools in Cumberland County, presently, there are IEP's for handicapped youngsters. Waters continued, "Our aim is to have a child leave our program and go right into a public classroom, what is called "mainstreaming'."

The program at Haymount Methodist is administered by a steering committee made up of people throughout the community. A variety of professions are represented among steering committee members such as a special education instructor, a member of the health department and a member of the urban ministries - all are people who understand and care about children.

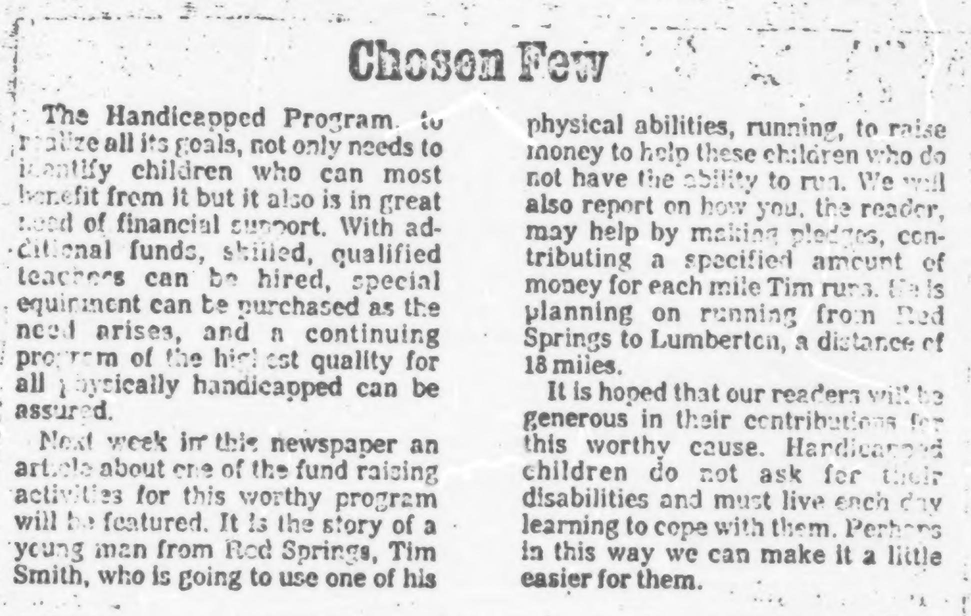
There is also a great deal of parent involvement in the program. The parents have themselves made games and toys and donated them to the program for the children to play with. All the toys are designed to stimulate and encourage development and to build skills. Parents also meet to learn and share experiences in helping their children. Waters said, "A lot of our program was designed to help the parents out now we work mostly with the children. The parents have grown tremendously.....they have gotten in the advocacy role.'

The people who work with the handicapped children one day a week are all volunteers. They are especially trained people with degrees in speech therapy, pediatrics, early childhood education and other areas specialized degrees. Working with handicapped children can be frustrating but rewarding for the teacher, says Waters. The teacher can work with child for weeks and see no noticeable improvements. Then one day the child will achieve a new skill, say new word, or just do something he she has not done before, and it is worth it.

After the first of the ye Haymount Methodist will have new addition to the main build ready for use. Then the directors the program hope to increase class sessions to two or three a w and also accommodate n children.

1.1

APPENDIX 1.1



Chosen Few

The Handicapped Program, to realize all its goals, not only needs to identify children who can most benefit from it but it also is in great need of financial support. With additional funds, skilled, qualified teachers can be hired, special equipment can be purchased as the need arises, and a continuing program of the highest quality for all physically handicapped can be assured.

Next week in this newspaper an article about one of the fund raising activities for this worthy program will be featured. It is the story of a young man from Red Springs, Tim Smith, who is going to use one of his physical abilities, running, to raise money to help these children who do not have the ability to run. We will also report on how you, the reader, may help by making pledges, contributing a specified amount of money for each mile Tim runs. He is planning on running from Red Springs to Lumberton, a distance of 18 miles.

It is hoped that our readers will be generous in their contributions for this worthy cause. Handicapped children do not ask for their disabilities and must live each day learning to cope with them. Perhaps in this way we can make it a little easier for them.

APPENDIX 1.2

REFERRAL FORM FOR OUTREACH GIFTED-HANDICAPPED CLASS

Child's Name: ______________________________ Today's Date: __________

Child's Birthdate: ______________________________

Parent's Name: ______________________________

Address: ______________________________
(Street or P.O. Box)

____
(City) (State) (Zip)

Phone: ______________________________

Description of Handicap: ______________________________

____

School or Center (if presently enrolled): ______________________________

Referring Agency or Person: ______________________________

Is Family aware of Outreach Program? ______________________________

Reason for Referral (Impressions of Child's Giftedness: ______________________________

____

____

____

____

____

Which part of the program is child being referred for?

☐ D.D.D.L. Demonstration Class in Chapel Hill

☐ Consultation Services

[illegible]

APPENDIX 1.2

PERMISSION TO RELEASE WRITTEN INFORMATION

FROM THE

____

I hereby authorize the ______________________________ to release the record of my child, ______________________________, to the following agency for their use in the provision of services.

AGENCY OR PROFESSIONAL	NATURE OF INFORMATION (Specify)
Gifted-Handicapped Project	

Please list any limitations you may have upon the release of the above listed information.

____

____

Signature ______________________________

Relationship ______________________________

Date ________ ______________ ____

____
Witness

APPENDIX 1.2

PERMISSION FOR EVALUATION
For
Gifted-Handicapped Project

I authorize the staff of the Gifted-Handicapped Project to evaluate my child ________________________________ at no cost to me. I understand that I will be informed of the results of the evaluation.

Signature ______________________________

Relation to child__________________________

Date __________________________________

Witness ____________________________

[illegible] • by Chapel Hill Training-Outreach Project Date: December 10, 1978

ild's Name Emmie Sweatman

Teacher: Margaret Harris

dress: Route 1, Box 211-H Coats, NC 27521

Parents: Mr. and Mrs. C. W. Sweatman

rthdate: June 22, 1974

Team Members: Elayne Glover--Outreach; Ralph Waters, Haymount Methodist Church; Dot Cansler--Outreach

velopmental area: Fine Motor--Manipulation

esent Skill Level in This Area Fine motor manipulation skills appear age appropriate in working with puzzlers and bead tringing. Emmie is able to copy some simple 5-piece block patterns but these skills need further development. Lacing icture cards and folding paper in imitation are also areas to be strengthened.

nual Goal Statement(s):

1) Increased ability to use both hands in manipulation and management of fine motor activities.

2) Development of kindergarten level manipulation and perceptual skills in activities such as lacing, paper folding and copying block patterns.

Short-Term Instructional Objectives	Evaluation Criteria	Evaluation	
		Performance Level	Date
(1) Lace simple picture cards with 15-20 holes by holding the card in one hand and using her other hand to manipulate lace coming from the top side and the underneath side of the card in an alternating fashion	Completes lacing card with 20 holes		
(2) Fold paper in simple patterns in imitation	Folds a paper diagonally to form a triangle; folds a paper in half and then in thirds		
(3) Builds 6-8 piece block pattern with 1' cubes given a model	Builds 4 different block patterns in duplication of model		

(Continued)

Child's Name Emmie Sweatman

Developmental area: Fine Motor--Writing

Present Skill Level in This Area: Emmie's writing skills need the most development. She holds her pencil appropriately and can imitate simple strokes. She is unable to copy simple shapes or draw a simple person with head and body.

Annual Goal Statement(s):

Development of paper and pencil skills to enable the copying of simple shapes and the drawing of a person with recognizable body parts. These are pre-requisite skills to "writing" or copying letters.

Short-Term Instructional Objectives	Evaluation Criteria	Evaluation	
		Performance Level	Date
(1) Copy a circle and a sqare when given a model	Circle is rounded and connected in a continuous manner; square has 4 clearly defined angles		
(2) Trace a dotted line which forms simple shapes	Neatly traces a diamond and triangle shape by staying on the provided line		
(3) Add facial features to a "face"	Adds eyes, nose and mouth in appropriate position		
(4) Draw a recognizable person	"Person" should have head, body, arms, legs, and the above facial features		

(Continued

Child's Name Emmie Sweatman

Developmental area: Language--expressive and receptive

Present Skill Level in This Area: Emmie's expressive language is well developed once she overcomes her initial shyness to new people. She is alert and aware of differences and similarities in pictures, and sources of actions; i.e., "what scratches?"

Annual Goal Statement(s):

To increase language-cognitive skills by promoting short-term memory ability. Skills which need development are retention of the basic components of a story, remembering pictures or items previously seen and determinations of items needed for an activity.

Short-Term Instructional Objectives	Evaluation Criteria	Evaluation	
		Performance Level	Date
1. Answers questions about a simple story.	Correctly answers who, what, where and why of story.		
2. Names a picture removed from a previously seen group of pictures.	Correctly identifies pictures removed in 4/5 groups.		
3. Names items needed for an experienced activity; i.e., "What do we need for a party?"	Names 4-5 appropriate items indicating understanding of the activity.		
4. Respond to three-step directions in correct sequence.	Correctly responds to 3-step direction.		

by Chapel Hill Training-Outreach Project

Date: March 9, 1979

Child's Name Calvin Lamont Harris

Teacher: Mary Sullivan

Address: Route 1, Box 590, Jackson Springs, NC

Parents: Clementine and Curtis Harris

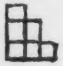
Birthdate: September 11, 1974

Team Members: Elayne Glover, CHTOP; Mr. and Mrs. Harris; Dorothy Cansler, CHTOP; Mary Sullivan, Jenni McGill

Developmental area: Fine motor manipulation

Present Skill Level in This Area Lamont presently has manipulation skills in activities requiring eye-hand coordination such as bead stringing and building 3-piece block patterns from model.

Annual Goal Statement(s): To further develop manipulation skills in completing kindergarten puzzles, building 5-8 piece patterns to match a model and lacing simple picture cards.

Short-Term Instructional Objectives	Evaluation Criteria	Evaluation	
		Performance Level	Date
1. Complete 6-8 piece kindergarten puzzles	Utilizes both hands, looks at puzzle piece to determine placement. Completes puzzle within 4 minutes.		
2. Copy 5-8 piece block patterns using 1" cubes	Completes stairstep tower pattern with 3-4 levels. Example: 		
3. Lace simple picture cards.	Utilizes both hands. Completes 15 holes.		

(Continued)

Child's Name Calvin Lamont Harris

Developmental area: Fine motor--writing

Present Skill Level in This Area: Lamont is able to imitate a horizontal and a vertical line but has difficulty in making other figures. His writing skills appear to be an area of weakness.

Annual Goal Statement(s): To develop paper and pencil or crayon skills in preparation for kindergarten level activities. These skills include imitating simple strokes and patterns and drawing a simple person.

Short-Term Instructional Objectives	Evaluation Criteria	Evaluation Performance Level	Evaluation Date
1. Imitates an H-line formation after demonstration.	Imitates a clearly recognizable H-line formation, placing the horizontal line in the middle of the 2 vertical lines.		
2. Imitates a V-line formation after demonstration.	Draws a V with 2 lines connecting at an angle.		
3. Copies a circle when given a model.	Circle is rounded and closed completely.		

(Continued)

Child's Name Calvin Lamont Harris

Developmental area: Language/cognitive

Present Skill Level in This Area: Lamont's expressive language is quite well developed. He can relate causation events; i.e., "What makes daylight come?" and discuss future and past activities. Lamont's comprehension is also age-appropriate.

Annual Goal Statement(s): To improve a well-developed expressive language ability by expanding cognitive skills. These skills include recognizing similarities and differences in pictures, relating consequences of actions, and retaining and remembering previous information. Expanded sentence structure with understanding and use of prepositions is also recommended.

Short-Term Instructional Objectives	Evaluation Criteria	Evaluation	
		Performance Level	Date
1. Identify similarities and differences among pictures.	Answers correctly "Which one is different?" when given 4 very similar pictures, 3 of which are identical.		
2. Answers "WH-" questions relating to consequences of actions.	Answers appropriately "What happens if_____ " given 5 situations; i.e., "What happens if you strike a match?"		
3. Respond correctly to prepositions.	Follows directions appropriately to prepositions "in front of," "behind," "beside," "on top of," and "underneath."		

APPENDIX 1.5

OPERATION BREAKTHROUGH, INC.
Head Start

YEAR-END EVALUATION

September, 1978 - May, 1979

Date of Report: May 23, 1979
Name: Jermaine Daniels
Handedness: Right
C.A.: 6years 3 months
Teacher: Jeanne James

Fine Motor Skills (Manipulation and Writing)

I. Skills which Jermaine did not demonstrate having in September, 1978, but which he now demonstrates:

- A. Manipulation
    1. putting together tight-fitting pieces of a track
    2. working with complicated puzzles
    3. cutting shapes
    4. gluing and pasting on paper
- B. Writing
    1. copying lower case letters
    2. copying numbers to thirty (30)

II. Skills which Jermaine needs to work on acquiring:

- A. Manipulation
    1. folding complex designs
    2. cutting out complex pictures
    3. sewing together two (2) pieces of cloth
- B. Writing
    1. learning to write all the letters of the alphabet
    2. following complex paths accurately
    3. coloring within the lines of a complex picture
    4. increasing his speed with skills he already has acquired
    5. writing the numerals to one hundred (100)

Jermaine is functioning well in the fine motor area. He tested off the LAP-D on the pretest so no post-test was administered.

Cognitive Skills (Matching and Counting)

I. Skills which Jermaine did not demonstrate having in September, 1978, but which he now demonstrates:

- A. Matching
    1. matching simple words to each other
    2. matching pairs with only slight differences

3. selecting the matching letter, number, or symbol series

B. Counting
    1. rote counting to one hundred (100)
    2. counting twenty (20) objects
    3. identifying first, second, third, fourth, and fifth
    4. telling time on the hours and half hours

II. Skills which Jermaine needs to work on acquiring:

A. Matching
    1. matching complex symbol series
    2. matching complex words
    3. matching complex designs
    4. matching words to pictures
    5. matching beginning sounds to words
    6. attending to direction in matching

B. Counting
    1. counting by 10's, 5's, and 2's
    2. learning odds and evens
    3. doing simple addition to ten (10)
    4. doing simple subtraction to ten (10)
    5. telling time on the quarter hours

Overall, Jermaine has good cognitive skills. He needs help in recognizing the importance of direction in matching items.

Language Skills (Expressive and Receptive)

I. Skills which Jermaine did not demonstrate having in September, 1978, but which he now demonstrates:

A. Expressive
    1. telling the sequence of a familiar story
    2. explaining why and how of a story
    3. explaining the humor of the story
    4. expressing concerns about sharks and space
    5. labeling wins

B. Receptive
    1. identifying many beginning sounds
    2. pointing to many named prehistoric creatures

II. Skills which Jermaine needs to work on acquiring:

A. Expressive
    1. expanding his vocabulary

2. learning to understand printed words

Overall, Jermaine is an articulate child who likes to hear stories and learn new words. He is particularly fond of dinosaurs and other prehistoric animals.

Outstanding Behavioral Characteristics

Jermaine is a pleasant boy who is recognized as having ability above the level of many of his peers. He is interested in learning many new things and demonstrates a lot of thoughtfulness about things that interest him. He is highly motivated to complete his work, especially when he notes that others have. (e.g. One day he completed thirty-four (34) workbook pages, so that he could earn gold stars as another child had.)

Other Tests

Because Jermaine had tested above the LAP-D in September, 1978, on May 23, 1979, I administered the Metropolitan Readiness Tests, Level II, Form P which are used in the local school systems to test for first grade readiness.

Jermaine's results showed a strength in the language area (school language and listening) with a stanine of seven (7) out of nine (9) and a high performance rating. In the visual area, he had a stanine of six (6) and an average performance rating. In the auditory area, his stanine was four (4) which is also average. Overall, his stanine was five which is average. In the quantitive area, Jermaine scored a stanine of four (4) and an average performance rating.

He has good listening skills though in the auditory discrimination area, he often confused beginning and ending sounds. In the visual discrimination area, he often did not attend to left-right order in matching symbols. In the quantitive area, his concepts, such as one-to-one correspondence, were weak though his operations skills were stronger.

Recommendations (Placement)

Jermaine will make a solid first grader. Given an opportunity to work in a congenial environment, he will produce a lot of work.

APPENDIX 2.0

Objectives and Strategies for the Bonner Family

Objectives:	Strategies:
1. To acquire information regarding resources for assistance with appliances.	1. One or two parent programs will be arranged by Outreach consultant to include representatives from March of Dimes, Easter Seals and Crippled Children's Fund. Regina will participate in these programs.
2. To locate source of small light weight wheelchairs as possible resources for Stephanie.	2. Outreach consultant and Regina will explore sources and potential usefulness of this type of equipment for Stephanie.
3. To participate in organization and planning of G/H Program.	3. Regina will serve on Structural Committee of the Steering Committee and will coordinate refreshments for the children in the classroom.
4. To contribute materials for classroom use in the G/H Program.	4. Needed materials for classroom instruction will be made during one parent meeting/month. Regina will participate in these sessions.
5. To aquire regular feedback from teachers on Stephanie's progress in the classroom.	5. Regina will request regular (monthly?) conferences with teachers about Stephanie's progress.
6. To prepare the way for Stephanie's entrance to public schools in fall, 1979.	6. Regina will call Betty Cline, Supervisor of Special Education in Fayetteville City Schools, and alert her to Stephanie's needs and anticipated enrollment.
7. To recruit appropriate candidates for the G/H Program.	7. Regina will make posters to advertise program for doctors' offices and the Rehabilitation Center.
8. To become an advocate for extended services to preschool handicapped children.	8. Regina will participate in one parent meeting per month which is devoted to letter writing, telephoning or visiting local politicians, etc., that may be potential advocates for G/H services.

APPENDIX 2.1

GIFTED-HANDICAPPED PROGRAM
PARENT INTEREST ASSESSMENT

It is our hope that many, if not all of the following areas can be the focus of discussion, films or written materials in our work with parents this year. We solicit your ideas and will be guided by your interests and needs. Please rate the following areas from 1-5 according to your own interest or need for your own learning as a parent.

	Unneeded or Uninterested				Strongly needed or interested
Interpretation of my child's developmental profile and test results	1	2	3	4	5
Understanding the needs of the gifted-handicapped child	1	2	3	4	5
The unique role or problems of parenting a gifted-handicapped child	1	2	3	4	5
How children learn	1	2	3	4	5
How to teach a new task	1	2	3	4	5
Ways to stimulate my child's vocabulary	1	2	3	4	5
Techniques for managing problem behavior	1	2	3	4	5
Ways to stimulate creativity	1	2	3	4	5
Managing brother/sister relationships constructively	1	2	3	4	5

APPENDIX 2.1

Page 2: Parent interest Assessment

	Unneeded or Uninterested				Strongly needed or interested
Words and ways to give my child a good self image	1	2	3	4	5
Handling my own feelings as a parent	1	2	3	4	5
Home made toys	1	2	3	4	5
Becoming an effective advocate for my child's services	1	2	3	4	5
Information on my child's handicapping condition	1	2	3	4	5
Other content areas:	1	2	3	4	5
______________________________	1	2	3	4	5
______________________________					

Please check below the format in which you prefer to acquire information in areas listed above. Check one or more formats and list frequency you would suggest.

FORMAT	FREQUENCY (weekly, 2/monthly, monthly)
1. ____ parent group discussion with resource leader ____ morning ____afternoon ____evening	
2. ____ lecture, films, etc. ____ morning ____afternoon ____evening	
3. ____ individual sessions with staff members ____ morning ____afternoon ____evening	
4. ____ informal learning through classroom participation	
5. ____ prefer to be given reading materials only	
6. ____ unable or uninterested in being involved in above activities at this time	

APPENDIX 2.2

GIFTED-HANDICAPPED PROGRAM
CHILD'S SKILL PRIORITIES

The staff of the Gifted Project is most interested in knowing what goals you, the parents, have for your child. To help develop the best possible educational program, please consider all areas of development and list what you would like your child to learn in each area. Please list very specific activities.

1. *Gross Motor:* activities that involve the legs or arms
   Ex. Catch or throw a ball, climb stairs, run

2. *Fine Motor:* activities that involve the hands
   Ex. String beads, build tower, unbuttoning

3. *Cognitive:* activities that involve thinking
   Ex. Matching, counting, labeling, sorting

4. *Language:* naming objects or comprehending directions

5. *Self-help:* activities that promote independence
   Ex. Eating, dressing, grooming, toileting, self-direction

APPENDIX 2.3

VOLUNTEERS - HAYMOUNT METHODIST CHURCH

Fayetteville, N. C.

1. Bettie Nelson
   334 Collinwood Drive
   Fayetteville, NC

2. Margaret Harriss
   640 Rayconda
   Fayetteville, NC

3. Virginia Pierce
   1545 Mince Drive
   Fayetteville, NC

4. Kay Huston
   1816 LaSalle Avenue
   Fayetteville, NC

APPENDIX 2.4

FAYETTEVILLE GIFTED-HANDICAPPED PROGRAM BOARD MEMBERS

Steering Committee

Kay Huston
1816 LaSalle Avenue
Fayetteville

Mike Aiken
Director Fayetteville Urban Mininstries
521 Lennox Avenue
Fayetteville, NC.

Mary Lee Roberts
Cumberland County D.S.S.
AAA Building
930 Robeson Street
Fayetteville, NC

Deen Sweatman
Route 1, Box 211H
Coats, NC 27251

Flora Pemberton
Supervisor of Maternal & Child Health
P. O. Box 470
Fayetteville, NC

Nan Gibson
Educational Diagnostician
Developmental Evaluation Center
4303 Melrose Road
Fayettevolle, NC

Ralph Waters, Associate Minister
Haymount UMC
1700 Fort Bragg Road
Fayetteville, NC

Margarett Harriss
640 Rayconda
Fayetteville, NC

Betty Cline
Coordinator for Exceptional Children
Fayetteville City Schools
P.O. Box 35326
Fayetteville, NC 28303

Yvonne Patterson
Dept. of Social Services
Cumberland County D.S.S.
930 Robeson St.
Fayetteville, N.C.

Margaret Hedgrove
2721 Mirror Lake Drive
Fayetteville, NC

APPENDIX 2.5

Parent Advocate Resource Manual

TABLE OF CONTENTS

Forward i
Training Schedule ii
Parent Advocacy Training Objectives iii
Open Letter to Parent Advocates iv

I. General Advocacy and Organizational Resources

Outline for Advocacy 1
A Glossary of Terms 5
Why a Parent Group 6
Choosing Effective Leaders 7
Making Your Parent Group an Active Group 9
How to Move Bureaucracies 11
How to Lobby and Get Results 12
Techniques for Legislative Success 15
How to Make Headlines 17
The Role of Volunteers 24
The Role of the Handicapped Adult 26
How to Organize a Coalition 27
You Can Do It Without Management - Almost! 29

II. Public Laws Overview

History of Legal Rights of Young Handicapped Children 33
Questions on P.L. 94-142 34
94-142 and 504: Numbers that Add up to Educational Rights of Handicapped Children 43
Evaluation, Placement, and Due Process 57
Section 504 of the Rehabilitation Act of 1973 59
Who Is Handicapped? 64
Recent State Legislation on Educating the Handicapped 67
State Law Compared with P.L. 94-142 71
Excerpts from North Carolina State Laws 72
Free and Appropriate Special Education for Preschool Children 79
Legal Citations to Federal Statutes 85
Parent Rights 91

2.5

APPENDIX 2.5

III. Specific Requirements, Public Laws and Implementation

A. Referral, Consent and Evaluation

Student Characteristics Indicative of Potential Problems 93
Consent and Prior Notice 95
Evaluation 97
Tests and the Exceptional Child. 99
Evaluation of Children with Special Needs 101
Educational Testing 103
A Glossary of Educational Testing Terms 105
Assessment Systems Providing Services to Children in North Carolina 107

B. Records

Student Records 110
Your School Records 111
Parent Records. 115

C. Individualized Education Program

Individualized Education Program Requirements 116
Functions of the I.E.P. Committee 119
Questions given to Parents by Teachers 121
Pointers for Parents Attending a Parent-Teacher Meeting 122
Parent Advocates. 124
Sample I.E.P. Forms 125
Checklist for Documenting Appropriateness of the I.E.P. Curriculum Plan 143
Related Services in Special Education. 145

D. Least Restrictive Environment

Normalization Principle 147
Mainstreaming 148
The Educational Least Restrictive Alternative 149
Least Restrictive Environment 153
Cascade Model of Special Education Service 155

E. Due Process Rights

Parent Conferences. 157
The Due Process Hearing 157
Due Process 159
Forms for Developing Factual Information 164
Finding an Expert Witness for a Special Education Case. 168

F. Advocacy Resources

Planning Your Child's Education: You Belong on the Team - Do's and Don't's for Parents 170
Local Plan 177
Community Advocacy Steps 180
Bill of Rights 184
Building Accessibility 185
Sample Letters 187

IV. Resources

A. Miscellaneous Resource Information

Facts You Should Know About Tax Deductions 193
Supplemental Security Income. 194
Parking Rights. 196
Footsteps - Television Series for Parents. 197

B. North Carolina State Services Agencies

Crippled Children's Program 198
Developmental Evaluation Clinics 203
North Carolina Department of Public Instruction - Technical Assistance 207
North Carolina Department of Public Instruction - Inquiry and Grievance 209
South Atlantic Regional Center 211

C. North Carolina Advocacy Groups

Government Advisory and Advocacy Resources. 213
Council on Educational Services for Exceptional Children. 214
Council on Developmental Disabilities. 216
Governor's Advocacy Council on Children and Youth. 221
North Carolina Advocacy Council for Mentally Ill and Developmentally Disabled. 223
Cane-Line 225
State Legislative Districts 229

D. North Carolina Advocacy Groups - Consumer

Consumer Advocacy Groups Listed

Brochures:

Easter Seals
Epilepsy League of North Carolina
Mental Health Association
North Carolina Association for Children with Learning Disabilities
North Carolina Association for Retarded Citizens
Spina Bifida Association
United Cerebral Palsy

E. National Associations
   National Associations List

F. Bibliography

								Breakdown of Trainees by Agencies						
LOCATION	DATE	Hours Training	No. of Trainees	Program Personnel	Total Partici- pants	No. of Parents	No. of Profes- sionals	Total Diff Agencies Represented	Head Start	Mental Health	Public Schools	State Resident- ial agen.	Vol. Disa- bility Associa- tions	Dev. Day Care	DEC Col- leges &
ASHEVILLE	April 11/12	12	21	8	29	18	11	13	4	0	0	5	1	9	2
CHARLOTTE	March 28/29	12	33	8	41	26	15	15	5	4	0	5	4	14	1
GREENSBORO	May 2/3	12	40	9	49	37	11	30	1	1	4	6	7	21	0
GREENVILLE	April 4/5	12	19	8	27	18	9	12	5	0	3	0	1	9	1
FAYETTEVILLE	March 14/15	12	22	8	30	21	9	11	0	1	3	1	1	14	2
RALEIGH	April 19/20	12	17	8	25	19	6	12	1	0	2	0	2	10	2
TOTAL		72	152	49	201	140	61	93	16	6	12	17	16	77	8

2,6

APPENDIX 3.0

The program is designed to serve a
otal of seven children, ages 3 and 4. The
curriculum will be directed toward the
ndividual in order that specific needs of
ach child be met.

Communication, gross motor skills,
elf-help, socialization and cognition will
e stressed. Each child will be tested to
etermine his or her capabilities —
nedical and test data; informed ob-
ervation at home and at school; school
sychologist's evaluation; speech and
hysical therapists' evaluations and
arents conferences.

Parents are especially encouraged to
elp with their child's education.

* * *

"Brian really likes school," says his
nother. "I was surprised the first few
ays because none of the kids cried when
ey were left. I think one reason is
ecause the teacher and aide love the
ids and the room is so bright and
heery.

"It is a super program. I think we are
ortunate to have a cooperative school
dministration and school board."

Mrs. Mitchell is chairperson of a new
roup known as Advocates for Han-
capped Children. "We try to approach
blems in an oderly manner, try to get
many services as we can for the
hildren. We are particularly interested
finding volunteers who can work with
pecific disabilities."

Parents can help with physical
erapy activities and the individual
ducation plan for each child.

"It seems to me that people are ac-
epting handicapped children," says
rs. Mitchell. "Their attitudes have
anged. They don't stare like they used
when they saw a handicapped child.

"They appear to be interested in

at's wrong, not overly curious. I
lieve they want to help, rather than
sh these children back and hide them
home.

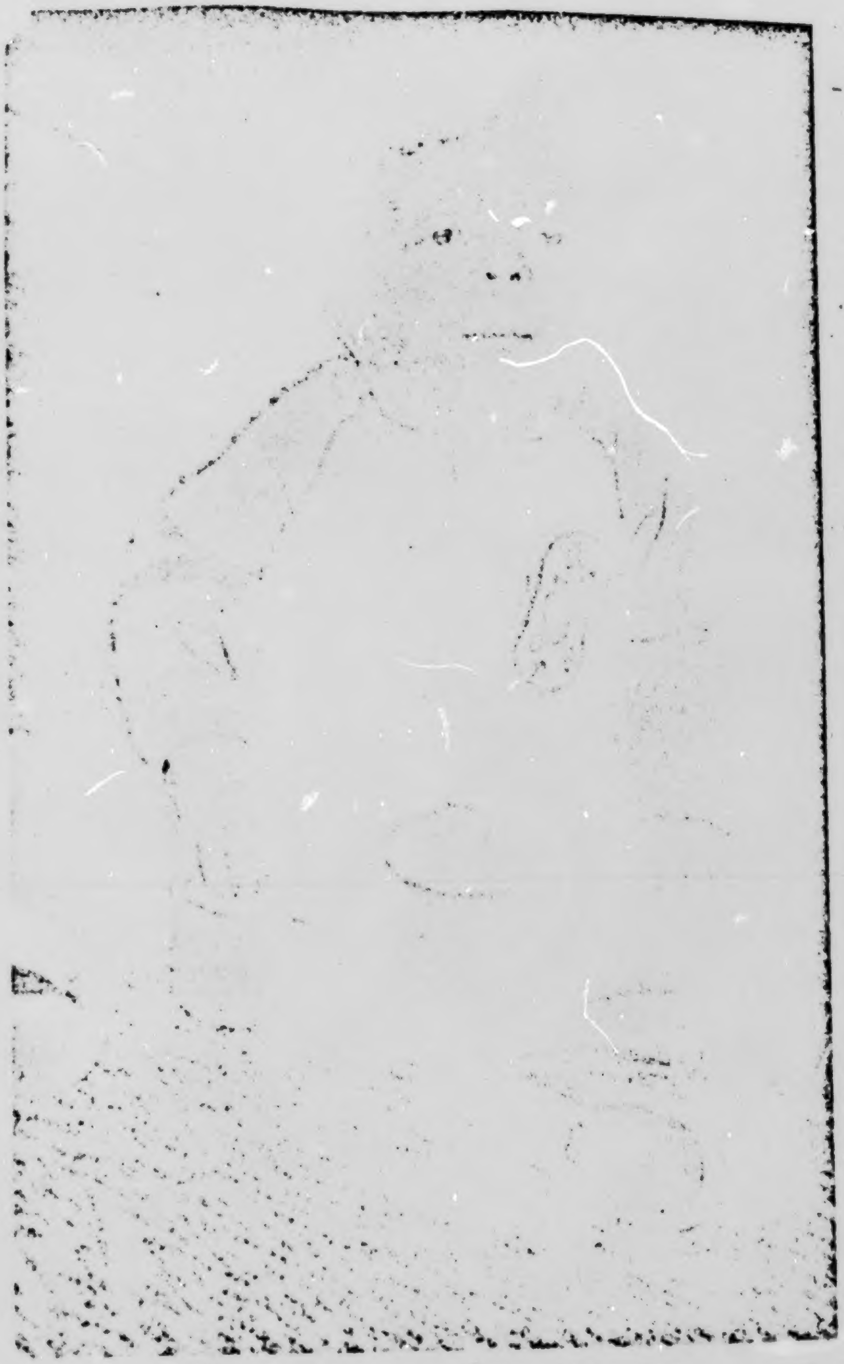
'Give them opportunities to develop
d many of these children can be self-
ficient adults. The child is better off,
possible, living at home in his own
vironment and the family can go on as
rmally as possible."

* * *

rian Mitchell can sit up and has just
un to walk. He is continuing physical
rapy and working with word cards to
prove his verbalization.

e and the other children at the Pre-
ool Learning Center play and have
together under the watchful eye of
ir teacher and her assistant. In the
cess, they are learning valuable
lls.

rian smiles. He is happy.



BRIAN MITCHELL enjoys learning while he plays.

APPENDIX 3.0

bY CATHERINE MONK

Three-year-old Brian Mitchell is an orable child, cuddly and cute. It is rd not to squeeze him, smother him th love.

His big eyes look up at you with such a

mn expression. Then he smiles and hole face lights up.

Brian is a victim of what is known as onan Syndrome, a very rare condition fecting his heart and rate of growth. e is a special child with special needs.

Brian is among five children presently rolled in the Pre-School Learning nter at Roberdel School, a new ogram of the Richmond County School stem. The youngsters here learn as ey play.

It is a child's dream come true.

The room is decorated in bright, eerful colors. Chairs and tables are st the right size for three to five year ds. Shelves are filled with toys, games, erything imaginable.

There is a pretend house, a dolly with r own carriage, and a tea set for ecial occasions.

- - -

Brenda and Bill Mitchell — parents of rian and an older child, Tommy, who is most five — make their home in ckingham. He works for the railroad. takes care of the children.

Soon after Brian was born, the Mitchells were told he had a heart defect.

"The doctors did not know exactly hat was wrong," said Mrs. Mitchell.

"They said he had a lot of features that ere syndrome, that they could tell us ore at six months, 12 months, etc.

"They have decided it is Noonan yndrome, which is quite rare. From hat information we can find, the ental development can be from zero to oderate as far as mental retardation is oncerned."

- - -

Evon Chalk is Brian's teacher. The ide is Mary Malloy. Two days each eek the children at the center are erved by a speech therapist, Scarlett llison, and a physical therapist, Sarah igh.

"I always wanted to help handicapped ids," says Ms. Chalk, a Rockingham ative, who graduated from ppalachian State University with a ajor in Special Education. Before oining the Richmond County School taff this past October, she completed an nternship with the deaf and retarded at estern Carolina; did her student eaching at Broughton Mental Hospital; nd worked with the emotionally handicapped at Cherry Mental Hospital.

Mary Malloy came here from Moore County where she worked in the handicapped program for three years. "If you have a child of your own, a healthy child, it gives you that much more to be thankful for," notes Mrs. Malloy who has four children and is expecting another.

- - -

Brenda Mitchell remembers how she felt when she learned Brian was ill. "You go through stages," she explains.

"The first stage is shock that something is wrong with your child, your baby. It is sort of disbelief: 'I don't believe those doctors know what they are talking about, they are not diagnosing properly.'

"Then there is a period of anger: 'Why did this happen to me? Why me?'

"Finally, you start to reconcile yourself and start looking at the situation more positively: 'What can I do to help my child?'"

- - -

Brian sits at the table with the rest of the students. They have just finished breakfast, cereal and milk. Brian can feed himself, drink from a cup. He is among the lucky ones.

The dishes are put away.

Teacher Evon Chalk and aide Mary Malloy bring out colorful sheets of construction paper and began making Indian headbands for the children. As she carefully cuts the "feathers," Ms. Chalk asks her students:

"What does the turkey say?"

"Gobble, gobble, gobble," comes the answer.

- - -

Through a newspaper article, Brenda Mitchell learned of the Early Childhood Intervention Program sponsored by Sandhills Mental Health. She took them up on their offer of services. Once a week, free of charge, they sent a physical therapist and parent trainer to her home to help her work with Brian.

Then he began to age out of the program. He was too old for Early Childhood, too young for the public schools.

"There was a gap nationwide for three to five year olds," points out Mrs. Mitchell. Still, she was determined to find help for her son.

"The earlier you get to educational services," she says, "the greater the gain in development."

Last March she attended Paren Advocacy Training in Charlotte wher she learned that incentive grants wer available to serve the pre-schoo children. Mrs. Mitchell — working wit [illegible] Habel, Child Find counselor wit the county schools at that time — cor tacted the Exceptional Children' Department of the North Carolin

Department of Education.

Mitchell and Habel joined forces with Delette Sibley, assistant superintendent of the county schools, and the three of them began outlining objectives that they would like to see in a pre-school program. Application for a grant was made June 22. Official funding, $30,000, came Sept. 6.

"It is almost like a dream," says Mrs. Mitchell. "We started with an idea in April and by October we had a class, teacher and aide."

Funding was through federal incentive monies and only a few projects in the state were selected. Richmond County's program, which has the endorsement of the county school board, will receive 100 percent funding the first year; 90 percent the second year; 50 percent the third year and then become self-supporting.

- - -

"They are all so individual," Evon Chalk says of her students. "Right now we are mainly working with speech, trying to develop their vocabulary.

"We are exposing them to different activities, group action. They are becoming more verbal, talking with each other more.

"They are more independent. They get along well with each other."

Mary Malloy adds, "It is so rewarding to help a child accomplish a particular goal."

- - -

"I think it is the best project in the whole school," says Brenda Mitchell. "Of course, I am prejudiced.

"I was interested in the program because there were other children I knew besides my own. I was especially interested in my own, but I was also interested in other children.

"There is so much that can be done. They can learn and many times, if they do receive this training early, they can be self-sufficient in looking after their own personal needs."

- - -

Referrals of pre-school handicapped children in Richmond County come from various agencies and interested individuals. The county schools may be contacted at 582-5860.

APPENDIX 3.0

Wednesday, November 28, 1979, Rockingham, North Carolina 28379

RICHMOND COUNTY DAILY JOURNAL

At The Pre-School Learning Center

Brian's Story: Child With Special Needs

APPENDIX 3.0

Spina Bifida

The second most common . birth defect

SPINA BIFIDA ASSOCIATION OF
NORTH CAROLINA
P. O. BOX 4381
WINSTON-SALEM, NORTH CAROLINA
27105
MEMBER - SPINA BIFIDA ASSOCIATION OF AMERICA

HAPEL HILL TRAINING-OUTREACH PROJECT (Parent Advocacy Training Program)

e Parent Advocacy Training Program of Chapel Hill is designed to train parents of preschool
andicapped children. Through cooperation with known local and state service programs, parents
e being identified who are interested in receiving such training to service their own child
d others in their community. Participants will need to commit themselves to two full days
training and some further efforts to disseminate information to other parents in the
ogram where their child is currently being served. Training sites and dates have been
ntatively set as follows:

FAYETTEVILLE	MARCH 14-15
CHARLOTTE	MARCH 28-29
GREENVILLE	APRIL 4-5
ASHEVILLE	APRIL 11-12
RALEIGH	APRIL 19-20
GREENSBORO	MAY 2-3

aining sessions will run from 9:00 A.M. until 4:30 P.M. There will be no cost for the two-
y training or materials distributed at that time. Cost of travel, meals and lodging will
at the participant's expense. Currently there are some 300 programs of various kinds
rving preschool handicapped children in N.C.; therefore, we are accepting only one name
an alternate from each service program. Registration should be submitted by March 1;
ever, they will be accepted until the limited slots at each site(50) are filled.
istation forms and/or further questions should be submitted to:

Mrs. Dorothy P. Cansler, Family Coordinator
Chapel Hill Training-Outreach Project
Lincoln Center, Merritt Mill Road
Chapel Hill, N.C. 27514

Phone: (919) 967-8295 or 942-6058

3.0

APPENDIX 3.0

Handicapped Workshop Readied

Parents of young handicapped children are invited to participate in an advocacy training workshop which will be conducted by the Chapel Hill Training-Outreach Project Wednesday and Thursday, March 14 and 15, in the Haymount Methodist Church at 1700 Fort Bragg Road.

Dorothy Cansler, family coordinator of the project, will work with parents of handicapped children to enhance their advocacy skills for comprehensive services to these children.

The project will emphasize rights and responsibilities laid out in new public education and rehabilitation laws.

"In recognition of the constructive role that parents have played and can continue to play in procuring local and state programs, we hope to give them information and strategies that can make them positive and effective as they join with local professionals in the effort to establish a broad continuum of needed services," according to the workshop release.

The program will run from 9 a.m. to 4:30 p.m. on March 14 and 15 with registration being held from 8:30 a.m. to 9 a.m. on March 14.

No charge will be made for the workshop which is open to all parents of young handicapped children and all professionals. For additional information on the program, persons can contact Betty George at 483 7283.

The two-day program will include two panel discussions. One panel, composed of educators, will discuss "Promises and problems of Public Law 94-142 and the Creech Bill.' Panel members will include Betty Cline, director of special education for the Fayetteville City Schools, Ms. D. D. Brewer, principal at Alma Easom School, Beth Weigand, resource teacher, and Lori Bonshu, guidance counselor with the city schools.

The second panel will include parents and representatives of service organizations discussing their advocacy role. They include Darlene Stallings, a Lumberton mother working with the gifted-handicapped, Larry Frazier, a teacher at Reid Ross High School, Ms. Caroline Lincermore of Lumberton, an advocate for emotionally disturbed children, and Mrs. Betty George, family coordinator with Dorothy Spainhour School.

3.0

APPENDIX 3.1

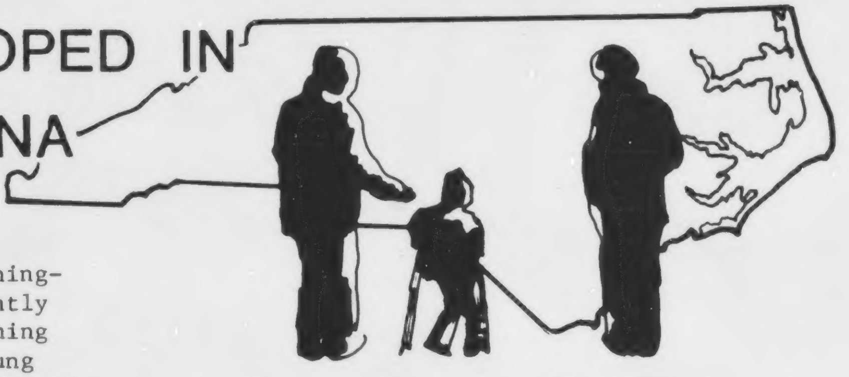
CHAPEL
HILL
TRAINING-
OUTREACH
PROJECT

WINTER
1979

the OUTREACH

PARENT ADVOCACY PROGRAM

TO BE DEVELOPED IN NORTH CAROLINA



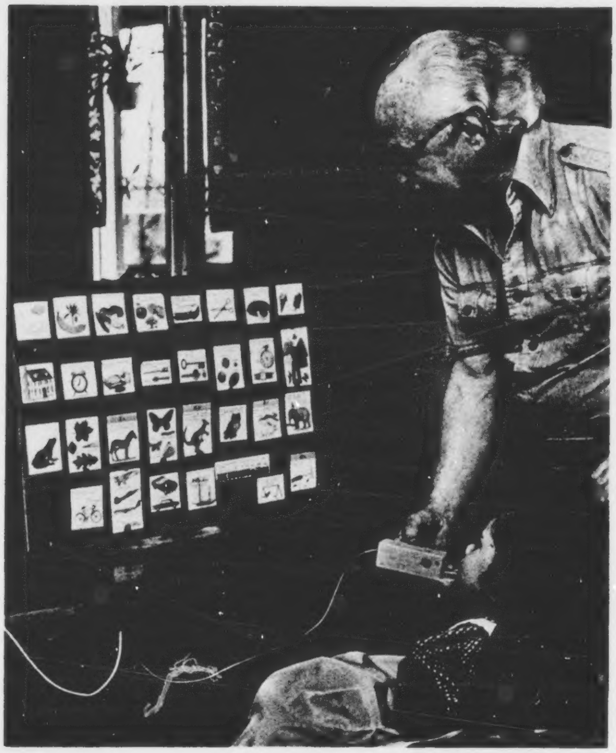
The Chapel Hill Training-Outreach Project is currently planning an Advocacy Training Program for parents of young handicapped children in the state of North Carolina. Through cooperation with local and state service systems parents will be identified who are interested in receiving training and serving as advocates for other parents of young handicapped children within their community.

The purpose of such training is to enable parents to enhance their skills as advocates for comprehensive services for their own child and other families in similar need. Advocates will be able to dispense information to parents regarding effective strategies to use in procurement of services. They will also actively support families in the procurement of needed treatment and educational services.

Two-day training sessions are currently being planned for March and April of 1979 in six geographically dispersed sites within the state. Sites and dates have not yet been finalized. It is anticipated that each local preschool program that provides services to handicapped children will identify and designate one parent to receive training and subsequently function as a local parent advocate. For those parents so identified, the training will be provided without cost to the participant; however, the travel and lodging will be at the participants' expense. Hopefully, local support may be provided for parents who might otherwise be unable to assume the cost.

Content of the training will include: information on effective advocacy strategies with public agencies; details of P.L. 94-142; and local and state resources and service systems.

For further information regarding this training program, contact Dorothy Cansler, Family Coordinator of the Chapel Hill Training-Outreach Project.



Photos by
Jim Sparks
Durham Herald

FOSTER GRANDFATHER FINDS NEW CAREER

When Wilbur Morse, a sculptor and retired lawyer, moved to Chapel Hill he did not realize that he would soon be finding yet another interest and avocation, that of designing communication boards and toys for handicapped children through his foster granddaughter. His daughter, Sue, an artist and mother of two children and her husband, Mike Durfee, a pediatrician, became aware of a beautiful blonde child who was a ward of the state. Though cerebral palsy left her nonverbal and nonambulatory, her bright winsome smile opened their hearts and home to her. Through the Durfees' interest in the little girl, who cannot be identified because of foster care regulations, she was enrolled in the demonstration class of the Chapel Hill Project's Gifted/Handicapped Program during 1978-79. Both child and family received support services that encouraged the family as they decided to make her a foster member of their home.

One of the fortunate experiences that the little girl found in her new foster home was the interest of a talented grandfather. "As soon as I met the child, I was delighted with her. I felt she was a bright child and I began to figure out things she could do. She interested me in what could be done for children like this," said Morse.

(continued on next column)

123

His first project was a simplified version of a $2,500 communications board he had seen. It is equipped with small lights, each of which is paired with a word or picture. Much of Morse's work has involved devising switches to operate his creations. He began by studying his foster granddaughter to determine which movements she could control. Now he has seven types of switches and ideas for more. Some devices allow the child to activate and operate machines with a motion as simple as a nod, a slap, a bite or movement of the tongue.

The toys he has built include a tiny car that shoots across the floor, a pinball-like toy, and a body balance toy. The toys, he says, "are something to divert children, just like those for normal children," but they are also therapeutic.

His work has been praised by local professionals because the communication boards give children increased vocabulary. The toys also give the children the important feeling of control over the environment and the incentive to improve limited muscular control. One professional said his communication boards are the best she has seen and the cheapest. It costs him $190 to build one and he has sold them for the cost of materials. Similar commercial ones would be more than $1,000. He would like to develop more games and toys but needs help, especially in the electronic part of the work. "The possibilities of what could be done are endless, unlimited," said Morse.

PARENTS PLAY SIGNIFICANT ROLE IN FAYETTEVILLE PROGRAM

As Emme's mother watched television, she saw a nonverbal, nonambulatory "gifted/handicapped" child use her communication board. Penny, the TV performer, had been erroneously labeled severely mentally retarded, but subsequent services from the Gifted/Handicapped Demonstration Program helped to unlock the child's potential by enabling her to use a communication board. As Mrs. Sweatman looked at the TV special and her own newly adopted daughter who has mild cerebral palsy, she began the process that led her to the Chapel Hill Outreach Project and Ralph Waters, Associate Minister of the Haymount Methodist Church in Fayetteville. The fruition of her work began when the staff of the Gifted/Handicapped Program responded to the need for services to six physically handicapped preschool children with normal ability, for whom there currently were no educational services available in the Fayetteville area.

Now, one day a week, six mothers (three of whom live up to thirty miles away) bring their children for individualized programming which is provided by volunteers from the Haymount Methodist Church. Though the program began with Outreach staff members providing bimonthly classroom instruction, the recruitment of four dedicated volunteers enabled the class to begin meeting weekly. Chapel Hill Outreach staff provided extensive training for the volunteers and some additional program direction for the parents' program.

Within a short time, both parents and volunteers recognized the need for a staff person to coordinate the program and supervise the volunteers. Again a

(continued on page 4)

(continued from page 3)

parent took up the challenge and sought funds for the procurement of a teacher-coordinator. This time Wendy's mother, Darlene Stallings, challenged her small community of Red Springs and with support from local papers, civic groups, businesses and a local high school boys' 18-mile "Run for Wendy," some $5,400 was raised.

The Chapel Hill Outreach staff has assisted the program by providing individual functional assessments using the Diagnostic LAP with each child. Following the assessments, individual conferences with the parents provided an opportunity to plan objectives for each child's instructional program. Not only has this process provided the parents with an opportunity to become more aware of the role they can play in their child's education. Soon they may be attending I.E.P. conferences in the public schools, and they are learning about their important role in evaluating and defining their child's current function and future needs. Following the conference, Stephany's mother remarked, "No one has ever talked with me about my child's needs before; I feel good just knowing what I can do."

The entire effort in Fayetteville has been an exciting experience in seeing what parents, professionals, and church volunteers can accomplish when everyone's contribution is valued and all work together.

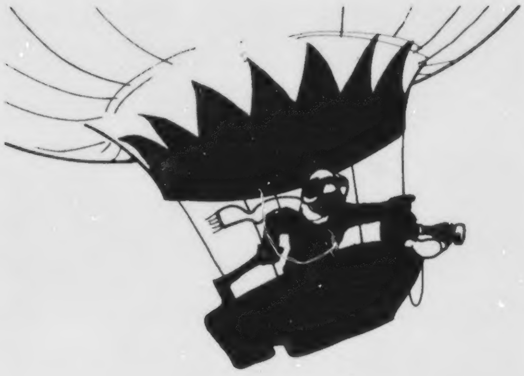
"I can't see the children wasting away to nothing when they could be somebody," said one mother. Now she, like all the participants, have become "somebody" through the Wednesday morning program for Gifted/Handicapped children in Fayetteville.

PARENT WORKSHOPS IN CHARLOTTE

Two Outreach staff members, Elayne Glover and Dorothy Cansler, conducted two marathon days of training during December 6 and 7 for parents and staff members of the St. Mark's Center in Charlotte, North Carolina. Ms. Lynn Rudisell, the new enthusiastic Family Coordinator of the program, served as the major resource in the identification of areas of needed training. The joint participation of parents and staff in the sessions fostered increased discussion as they addressed areas of mutual concern.

Numerous training techniques were utilized and emphasis was placed on experiential learning. Films, lectures, materials making, role playing, sculpting, and simulation games were employed as parents and staff members acquired new insights regarding the family relationships, responsibilities and disposition of time. "There aren't enough hours to go around," and "I never knew how little time the siblings received" were overheard as participants tried to allocate their "paper hours." There were three sessions each day. Content included family dynamics of the handicapped child, individualized planning and teaching techniques, parent program philosophy and strategies, parent and teacher-made materials, and the parents' role in the sexual development of the child.

Staff rotation permitted the maintenance of the child development program and enabled each staff member to attend some sessions. Evening sessions were designed primarily for parents and some twenty families were represented at these workshops.



NEW TRAINING PROGRAM

SCREENING, DIAGNOSIS AND ASSESSMENT

The recent emphasis on screening, assessment, and professional diagnosis in services to young handicapped children has generated a need for clarification of the distinctive purposes of each of these processes. Agencies in the field have expressed a need for precise guidance on the target groups, limitations, purposes, and resources involved in the screening of large populations, the assessment of individual needs, and the appropriate use of professional diagnosticians.

In collaboration with the Region IV Head Start Health Liaison Specialist, Donna Pinkstaff, the Chapel Hill Project has produced a slide-cassette training package on the distinctive qualities of the Screening, Assessment, and Diagnosis process.

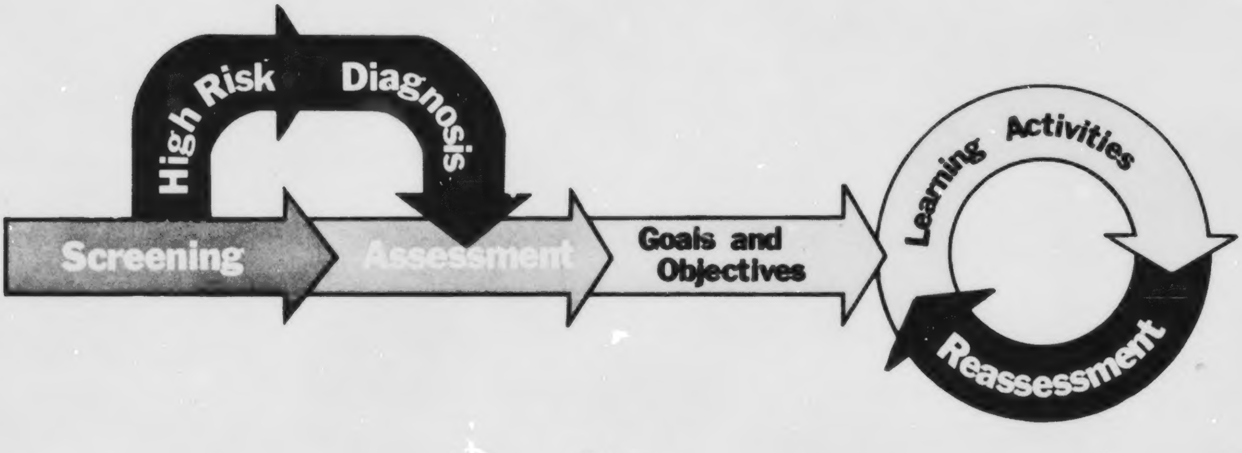
Kenn Goin of the University of North Carolina Technical Assistance Development System served as a major content specialist. Mike Mathers, Coordinator of the Media Services of the Chapel Hill Project, was in charge of the production of this distinctive training tool.

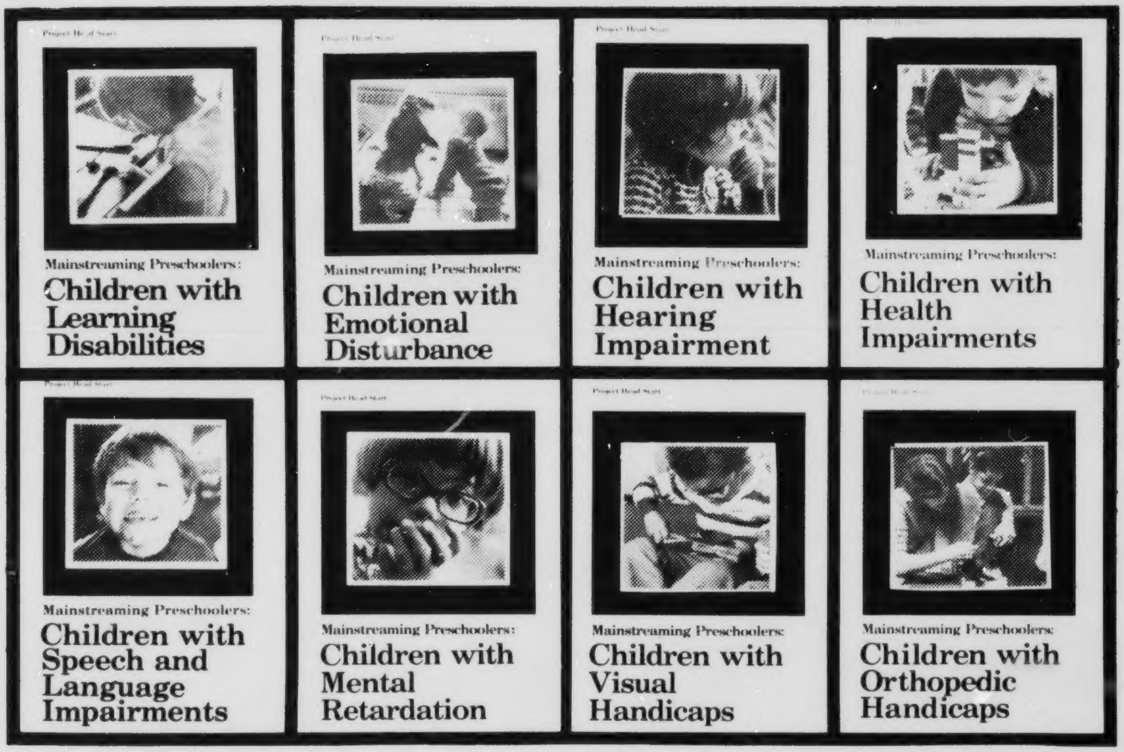
Region IV Head Start personnel may secure copies through the cost-free "lending library" system in the Resource Access Projects.

Purchases of this package are available at the production cost of $45.00 through the Chapel Hill Project. Orders for purchases should be addressed to:

Mike Mathers, Coordinator
Media Services
Chapel Hill Outreach Project
Lincoln Center
Chapel Hill, NC 27514

All checks should be made payable to:
Chapel Hill-Carrboro Schools--
Outreach.





Mainstreaming Preschoolers: Children with Learning Disabilities

Mainstreaming Preschoolers: Children with Emotional Disturbance

Mainstreaming Preschoolers: Children with Hearing Impairment

Mainstreaming Preschoolers: Children with Health Impairments

Mainstreaming Preschoolers: Children with Speech and Language Impairments

Mainstreaming Preschoolers: Children with Mental Retardation

Mainstreaming Preschoolers: Children with Visual Handicaps

Mainstreaming Preschoolers: Children with Orthopedic Handicaps

MAINSTREAMING PRESCHOOLERS

A series of eight program manuals detailing the procedures and techniques for mainstreaming handicapped preschoolers into Head Start classrooms are for sale by the Government Printing Office. Requests should be addressed to:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Orders must be accompanied by a check or money order made payable to the Superintendent of Documents. The orders must also include titles and GPO stock numbers. There is a 25% discount on orders of 100 or more copies of any one publication sent to one address.

Mainstreaming Preschoolers: Children with Mental Retardation (GPO Stock No. 017-092-3029-4). $3.25.

Mainstreaming Preschoolers: Children with Visual Handicaps (GPO Stock No. 017-092-3030-8) $3.25.

Mainstreaming Preschoolers: Children with Health Impairments (GPO Stock No. 017-092-3031-6) $3.25.

Mainstreaming Preschoolers: Children with Hearing Impairments (GPO Stock No. 017-092-3032-4) $3.25.

Mainstreaming Preschoolers: Children with Speech and Language Impairments (GPO Stock No. 017-092-3033-2) $3.75.

Mainstreaming Preschoolers: Children with Orthopedic Handicaps (GPO Stock No. 017-092-3034-1) $3.50.

Mainstreaming Preschoolers: Children with Learning Disabilities (GPO Stock No. 017-092-3035-9) $3.25.

Mainstreaming Preschoolers: Children with Emotional Disturbances (GPO Stock No. 017-092-3036-7) $3.50.

RAP CONFERENCES: MAINSTREAMING IN HEAD START

Mainstreaming handicapped children into classrooms with non-handicapped persons has become a major activity for Project Head Start. The effort to serve children with special needs has placed an increased responsibility on teachers. In order to assist teachers who are faced with this challenge, the Administration for Children, Youth and Families has developed a series of eight manuals entitled Mainstreaming Preschoolers.

Each of the manuals provides Head Start teachers with information on characteristics for children with a particular handicap. In addition, the manuals offer practical suggestions on teaching techniques, room arrangements and parental involvement.

The Resource Access Project is responsible for providing training to introduce the manuals to Head Start teachers. Ten two-day conferences are being held throughout Florida, Georgia, South Carolina and North Carolina to accomplish this goal. Each workshop is designed to orient teachers to generic concepts which are covered throughout the series and to provide teachers an opportunity to study two handicapping conditions in more depth.

Moreover, the RAP is responsible for distributing a set of the Mainstreaming Manuals to each program in the four states.

MISSISSIPPI RAP LIAISON COORDINATOR TO SERVE ON STATE ADVISORY COMMITTEE

The Mississippi RAP has made extensive contacts with the State Department of Public Instruction during the past two years. These efforts both on the part of the RAP staff and the Mississippi Network have ranged from commenting on the State Plan to attending workshops, meetings and hearings. Walter H. Moore, Assistant Director, Division of Instruction, Special Education Section has also participated as a member of the Mississippi RAP Advisory Board.

Each effort has been directed toward the goal of Head Start's recognition as a viable service system for the young handicapped child. As a result, the State Superintendent of Education, C. E. Holladay, has invited Valerie Campbell, Mississippi RAP Liaison Coordinator, to serve as a member of the Mississippi Advisory Committee on Education of Handicapped Children for a three-year term.

This invitation is a result of the efforts of the Mississippi Head Start programs to collaborate with the State Department of Education. It is viewed as a positive first step toward interagency collaboration in the provision of quality services to handicapped children and their families.

Valerie Campbell

TO BE PUBLISHED IN APRIL

For children
functioning from
birth-36 months

the EARLY-LAP

Includes item-by-item assessment procedure and criteria. Recommended for infant programs, home training programs, and programs serving multi-handicapped preschoolers.

Available from Kaplan Press
600 Jonestown Rd.
Winston-Salem, NC 27103

Dear Friends:

January 31, 1979

We are moving!

During the past eight months the sturdy staff members of the Chapel Hill Project have been located in the Lincoln Center warehouse during the period of renovation of the administrative offices. In spite of the indescribable impact of an environment of heat, cold, fork lifts, construction, and gallons of English peas, the project has maintained an incredible level of productivity and mutual support.

In February, we will be moving to our lovely new quarters where we will indeed rejoin the "southern part of heaven."

Come to see us!

Sincerely,

Anne

Anne R. Sanford, Director
Chapel Hill Training-Outreach Project

CHAPEL HILL TRAINING-OUTREACH PROJECT

BULK RATE
Non Profit Org.
Postage and Fees Paid
Permit No. 20
Carrboro, N.C. 27510

Lincoln Center, Chapel Hill, North Carolina 27514 telephone 919-967-8295

Funded by the Bureau of Education for the Handicapped, Office of Education of the Department of Health, Education, and Welfare.

CHAPEL
HILL
TRAINING-
OUTREACH
PROJECT

SUMMER
1979

the
OUTREACH

CHAPEL HILL RECEIVES N.C. INCENTIVE GRANT

The Chapel Hill-Carrboro Public Schools, in collaboration with the Outreach Project, has received funding through the North Carolina Incentive Grant Program for preschool Education of the Handicapped. These new monies are financing the development and implementation of a program of individualized service to handicapped three to five year old children and their families in a classroom located at the Frank Porter Graham Elementary School, Elizabeth Frazier, Principal. The Public Law 94-142 Incentive Grant funding is allocated to the Local Education Agency for a maximum of three years.

The mandates of the Chapel Hill Project's BEH Outreach grant place high priority on the establishment of new programs for preschool handicapped children, and the Chapel Hill Incentive Program (CHIP) will serve as an Outreach Project replication/demonstration site. Members of the BEH Outreach staff who are providing consultation and guidance to CHIP personnel include: Anne Sanford, Elayne Glover, and Dorothy Cansler. Representing the administrative staff of the local school system is

Lyn Bundy CHIP Elizabeth Frazier Principal, F.P.G. Kathy Olley CHIP

May 9th Interagency Meeting

Kathy Olley and Nathalie Harrison

Continued from page 1

Nathalie Harrison, Director of Programs for Exceptional Children. All referrals to CHIP are processed through Mrs. Harrison's office at Lincoln Center. (967-8211)

In support of the CHIP goals to promote interagency collaboration for services to young handicapped children and their families, twenty-two representatives from fifteen different local agencies met on May 9 to discuss cooperative strategies for the implementation of CHIP. Participants in this planning session included representatives from: the University of North Carolina; city and county governmental agencies; local day care and Head Start programs; public school administrative staff; the local pediatric clinic; and the Chapel Hill Outreach Project.

The individualized prescriptive services for all CHIP enrollees and their families will be implemented by Kathy Olley and Lyn Bundy. In addition to the full-time professional services of these two staff members, the University of North Carolina training programs have requested placement of graduate students for field-based services in the CHIP classroom. These graduate interns represent the UNC departments of Special Education, Social Work, Occupational Therapy, and Psychology.

Observation facilities have been constructed in the new classroom to facilitate demonstration/training components of the replication site. All persons interested in visiting the Chapel Hill Incentive Program should contact Elayne Glover, Outreach Coordinator, at Lincoln Center. (919-967-8295)

PEP CONFERENCES IN NORTH CAROLINA

"Promoting and Expanding Potential of Young Handicapped Children" (PEP) was the theme of a series of 2-day conferences held throughout North Carolina this spring.

The focus of the conference was programming for the young handicapped child. Special attention was given to the multiply handicapped with cerebral palsy.

The BEH-Gifted-Handicapped Outreach grant sponsored the conferences as a forum for promoting the potential of young handicapped children with special abilities.

Elayne Glover, project coordinator of the Gifted-Handicapped Outreach grant, presented developmental assessment as an integral component of appropriate programming for the young child. She introduced the new Early LAP which concentrates on birth-36 months and provides extensive information on early skill development. The LAP-Diagnostic Edition was presented as a criterion referenced assessment instrument for mainstream programs in public schools and Head Start.

Missy Parker, formerly a consultant with a BEH Outreach project in Williamsburg, Virginia, discussed various communications systems for the multiply-handicapped child. Of special interest were video-tapes of her cerebral palsied seven-year-old daughter, successfully utilizing a communication system which allows her to express her above average abilities.

Jan Wilson, of the Physical Therapy Department of the University of North Carolina, and Barbara Doster, a physical therapist with the Charlotte-Mecklenburg School System, discussed positioning and handling techniques for educators of youngsters with cerebral palsy.

Gary Mesibov, of the Department of Psychology at the Division for Disorders of Development and Learning, provided an interesting and enlightening session on the social-emotional development of the young handicapped.

The recently published Planning Guide for Gifted Preschoolers developed with gifted-handicapped children was presented by Joy Greene and Judith Leonard, former project coordinators of the Gifted-Handicapped Demonstration Program, funded by the Bureau of Education for the Handicapped.

Outreach Family Coordinator, Dorothy Cansler, Discussed the necessity of family involvement in the handicapped child's educational process. Bobbie L. Lubker of the Department of Special Education of the University of North Carolina led

Continued on page 4

Missy Parker and Daughter

Continued from page 3

a dynamic session on atypical speech and language development.

Methods and materials for enhancing the learning environment were presented by Ken Davis, Coordinator of the Personnel Preparation grant at Chapel Hill Training-Outreach Project and Joan Johnson, Director of Guilford County Developmental Center.

The conference sites were geographically balanced for participation of personnel from the entire state of North Carolina. Flyers announcing the conference were mailed to Developmental Day Care Centers, Developmental Evaluation Clinics, Local Education Agencies' directors of Exceptional Children, PACT programs, and Head Start programs in every county within a 100 mile radius of the conference site.

Over 230 personnel in special services participated in the PEP conferences at the Charlotte, Greensboro and Wilmington area sites.

The PEP Conference participants rated the value of the individual topics and overall value of the conference according to their individual needs and interests.

On a scale of 0 to 100%, the evaluations from each conference were compiled with the following percentages: Charlotte - 92%; Greensboro - 89%; Wilmington Area 94%.

The following is a direct quote taken from an evaluation form which provided heartwarming feedback for the presentors:

"This workshop has been extremely useful to me as a professional. In addition to very helpful and specific suggestions for managing the handicapped child, you have stimulated my thinking in such a way as to help me to refine and redirect my overall philosophy in early intervention. I've seen many areas in which I've almost lost sight of the child himself, and his wholeness, in my concentration on reaching the goals I've set for him. I can say without a doubt that this has been the most exciting and beneficial learning experience I've had in many years. All of the presenters have had something unique and valuable to offer. I expect to incorporate a lot of what I've learned into my daily interactions with children and parents."

CHAPEL HILL RAP PARTICIPATES IN AAUP ROUNDTABLE SYMPOSIUM

In conjunction with the spring meeting of The American Association on Mental Deficiency, the national network of Resource Access Projects (RAP) was the focus of discussion before members of the American Association of University Affiliated Programs (AAUP).

The May 27th conference in Miami featured a roundtable symposium designed to facilitate cooperate planning of services to the handicapped between the RAPs, UAPs, and Head Start.

Phyllis Magrab, Director of the Georgetown University, UAP, served as moderator of the symposium. Program participants included: Anne Sanford, Director of the Chapel Hill RAP; Alfred Healy, Director of the University of Iowa Hospital School; Elynor Kazuk, Community Services Acting Director, University of Colorado Medical Center; and Pam Coughlin, Director of Special Projects, Head Start Bureau, Washington, D. C.

ANNOUNCING THE PUBLICATION OF THE

EARLY-LAP

EARLY LEARNING ACCOMPLISHMENT PROFILE

BY E. GLOVER, J. PREMINGER AND A. SANFORD

The Early LAP is a criterion-referenced assessment tool for children functioning developmentally from birth to 36 months.

Six developmental skill areas are represented in the Early LAP. The items are selected from documented sources in the areas of gross motor, fine motor, language, cognitive, self-help and social-emotional behaviors. Each item has a specified procedure for determining the presence or absence of the behavior and instructions for giving appropriate credit for the child's response. The profile is designed to reflect each item on the Early-LAP. This allows a clear representation of gains made by the child in an educational program. Also included is a program planning form to assist the teacher in developing the child's comprehensive educational program.

In addition, each item is referenced by source and a complete glossary of assessment terms is provided.

The Early-LAP is recommended for use in early intervention programs, both center and home based. It is designed to include the parent in the assessment process when appropriate. It is also useful with children in preschool programs who are functioning below three years developmentally in any skill area.

The Early-LAP provides a beneficial assessment process for the multiply-handicapped preschooler due to the extensive number of motor items below six months developmentally.

A field test of the Early-LAP coordinated by Trish Isbell of the Raleigh, N. C. PACT Program and Mary Sheilds of the Concord, N. C. PACT Program is planned for July-August.

The Parents and Children Together (PACT) network is funded by the North Carolina Department of Mental Health-Mental Retardation. The PACT Teams are set up on a county-by-county system and provide diagnostic-prescriptive programming for at-risk and handicapped children from birth to three years of age.

The Early LAP is available from:
Kaplan Press
600 Jonestown Road
Winston Salem, N. C. 27103

Elayne Glover
Project Coordinator/BEH

PARENT ADVOCACY WORKSHOPS

With the implementation of Public Law 94-142, parents have been given new rights and responsibilities. Though public schools are rallying to meet the mandate, many parents are still unaware or have limited knowledge of their expanded role defined in the law. In recognition of this need, the Chapel Hill Training-Outreach Project, through coordination by Dorothy Cansler, provided a series of six Parent Advocacy workshops throughout North Carolina for parents of preschool handicapped children. Sites selected for workshops included Asheville, Charlotte, Fayetteville, Greensboro, Greenville, and Raleigh.

All North Carolina programs serving preschool handicapped children were invited to send only one or two representatives to receive the two-day training. A total of 152 participants completed the full sequence, though approximately 20 additional persons attended portions of the training. Participants represented 92 different agencies throughout the state - including developmental day care, home-based early intervention, state residential units, Head Start, voluntary associations for specific disabilities, and public school incentive grant programs.

A 180-page manual of resources was compiled for use in the six conferences. Three hundred copies of the manual have been distributed to target agencies and parents of young handicapped children. The resource manual contained: suggested strategies for advocacy; information on requirements and implementation of P.L. 94-142; sample letters and forms; and resource agencies and addresses within the state and nation. Contents of the training included: basic concepts of advocacy; detailed information on P.L. 94-142; role playing of parent participation in the development of Individual Educational Program and information on State and local resources. Four-member panels of public school personnel and experienced parent advocates were recruited at each site to assist in the training. Dialogue with these local persons permitted the trainees to begin the important process of conceptualizing the potential of their role as advocates. A training-to-train model was imployed with anticipation that participants would return home and distribute printed materials and conduct workshops for parents within their respective communities. Each participant was asked to establish his/her own goals, as one means for future evaluation of the Outreach investment in perent advocacy.

The response has been gratifying. Parents are eager to learn and affirm their new roles. The following response is one example of the results of the Chapel Hill Training Outreach effort.

> "We thank you again for the wonderful training you provided us in Parent Advocacy. I shall always be grateful for that opportunity because you gave us enthusiasm and resources that no one else had before. We received a wealth of information and the encouragement to put it into action."
>
> Sincerely,
>
> Brenda Mitchell

GOVENOR HUNT APPOINTS ANNE SANFORD TO COUNCIL

During the past year, Anne Sanford, Director of the Chapel Hill Outreach Project, has served as an appointee by Governor James B. Hunt as an at-large member of the North Carolina Council on Developmental Disabilities.

The Developmental Disabilities program began in North Carolina in 1962, when a concerned group of citizens approached Governor Terry Sanford regarding the dimensions of mental retardation in North Carolina. Governor Sanford responded to this show of concern by appointing the Governor's Commission to Study the Needs of the Mentally Retarded. As a result of this commission's study and recommendations, the 1963 General Assembly enacted legislation (G. S. 35-33) which created the North Carolina Council on Mental Retardation. This Council was located organizationally within the Department of Administration.

The United States Congress in 1970 enacted legislation (P. L. 91-517) which required each state and territory to designate or form a State Planning and Advisory Council in order to participate in the Developmental Disabilities Program. In response to this mandate, the 1973 North Carolina General Assembly changed the name of the Council on Mental Retardation to that of Council on Developmental Disabilities and designated that Council to carry out the planning and advisory role described in the federal legislation.

The 1973 General Assembly also through G. S. 143B enacted the organization Act of 1973 which created the Department of Human Resources. This Department assumed responsibility for the majority of programs designed to meet the human needs of individuals. As a part of this act, the Council on Developmental Disabilities was moved from the Department of Administration to the Department of Human Resources and given additional responsibilities with respect to their advisory role.

Through all the changes in name and role, the Council on developmental Disabilities has maintained a strong influence over the development of programs and services to the affected population.

It is estimated that 180,000 persons in North Carolina are developmentally disabled. Of this number, 150,000 are estimated to be mentally retarded, 18,000 cerebral palsied, 25,000 epileptic and 2,000 autistic. These estimates attempt to take into account persons affected with more than one developmental disability.

The Developmental Disabilities Program is required to plan for and influence the development of programs and services for these persons.

Anne Sanford

COMPETENCY BASED TRAINING

The Personnel Preparation Grant has completed the first year of services funded by the Bureau of Education for the Handicapped. The On-site training program is designed to provide competency-based learning experiences for personnel in North Carolina Developmental Day Care Centers and Public Schools Systems.

The first three sites chosen to receive training during the year were the Gaston Comprehensive Day Care Center, Gaston County Public School classes for the Trainable Mentally Retarded, and Sacred Heart College.

The second sequence of training was in Stanley County which included two elementary schools, the Greenwood Developmental Day Care Center, and the Wadesboro Developmental Center and the North-West Ministeries of Winston-Salem.

The fourth location of training was the Chapel Hill Carrboro City School System.

The Content of training focused on the following topics:

Assessment
Individual Programming
Error Free Learning
Developmental Stimulation
Behavior Management
Parent and Family Involvement

According to Ken Davis, Coordinator of the Personnel Preparation Grant, "This has been a very exciting year. It was particularly rewarding to see the response of the public school teachers. These personnel took an active part in the training program and displayed a high level of motivation to utilize new techniques in the classroom. Also, this added focus for training has caused the Personnel Preparation staff to develop some new and modified strategies to meet the unique needs of the public schools."

There were a number of highlights of the training this year. An extremely successful Parent Awareness workshop, held in Stanley County on Saturday, October 14, was attended by approximately 100 parents and professionals. This workshop was sponsored by the Council of Resources for Exceptional Children, a newly formed organization whose purpose is to provide parents of exceptional children with resource help in acquiring services for their children.

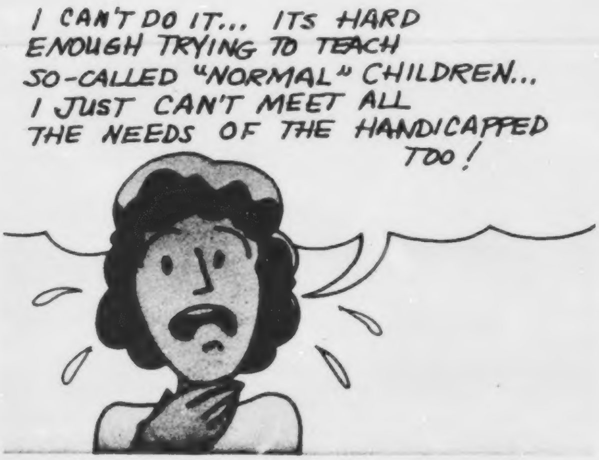
In addition, a movement workshop was conducted at the North West Ministries with public school teachers and several professionals from other agencies serving handicapped children in the area. As a result of the two-day program, the developmental center has established a movement program and parents and staff have expressed excitement about changes noted in specific children. As a follow-up to the movement workshop, Ken Davis made a trip to North West Ministries and met with the parents to show slides and video tapes of their children involved in the movement lab and to explain the purpose of this type of developmental program.

The Personnel Preparation Branch of the Bureau of Education for the Handicapped has approved 1979-80 continuation funding of this training program by the Chapel Hill Project. Plans are now being finalized for the implementation of staff development services to other public school and day care center personnel who need assistance in developing quality programs for young handicapped children.

NEW SUPPORT SERVICES SLIDE/TAPE PROGRAM AVAILABLE

The Chapel Hill Training Outreach Project announces the availability of a new 8-minute slide/tape program devoted to the Support Services Aspect of P.L. 94-142.

The program's content was developed by Judith Leonard; script by Anne Sanford and Mike Mathers.


I CAN'T DO IT... ITS HARD ENOUGH TRYING TO TEACH SO-CALLED "NORMAL" CHILDREN... I JUST CAN'T MEET ALL THE NEEDS OF THE HANDICAPPED TOO!

"This teacher is at least partially correct...She can't do it alone. No one can, and no one is expected to, because now the law mandates that in order to assure success in mainstreaming, appropriate specialized services must be provided for each handicapped child, in addition to the child's educational program.

"In clarifying the Support Services Regulations, the Bureau of Education for the Handicapped has stated that services needed by the individual child are not to be limited to those presently offered in a school program, but rather, Support Services must be provided 'as required to assist the handicapped child to benefit from Special Education.'"

The script defines such terms as "Special Education", "Related Support Services", and then offers a brief description of such support services as: audiology, counseling, medical occupational therapy, psychological services, recreational services, speech pathology and transportation.

The program also covers administrative responsibility, resource identification, staff training, and the integration of Support Services in the I.E.P. process.

The script is available through the RAPs at no charge. The slides and cassette tape are available for $35.00 from the Chapel Hill Training Outreach Project.

SUMMARY OF A HEAD START RESOURCE ROOM

In the school year 1978-79, Operation Breakthrough, Inc., Head Start was the site for a demonstration class which replicates the Chapel Hill model of services to young handicapped children and their families. The classroom served thirteen children in a resource room format. Through observation and workshop experiences, the Durham program also provided training for Head Start Personnel - including the children's regular classroom teachers. It was also used to help the parents develop skills for working with their special children.

The enrollees of the demonstration classroom represented an interesting variety of handicaps. Many of the children possessed more than one area of special need, and yet, all made excellent strides during the year. The children's handicapping conditions included: cerebral palsy, myelomeningocele, William's Syndrome (which is a rare disorder of the nervous system characterized by muscular weakness and elf-like features), Down's Syndrome, congenital amputation, language delay and visual deficits. The children's visual problems ranged from mildly impaired to almost total blindness. According to

Mary Scott Hoyt and children in Durham Head Start Resource Room

Continued from previous page

the teachers, the severely visually-impaired children presented the greatest challenge.

During the course of the year, many Head Start and other service personnel observed the classroom in operation. It was used as a training site for: certification in the use of the Learning Accomplishment Profile - Diagnostic Edition; demonstration of mainstreaming in the regular Head Start classrooms; and remediation of specific skill deficits through a resource room model. The program also provided consultation to regular day care centers who were contemplating services to handicapped children in their programs.

Family involvement strategies included: development of I.E.P.s, home visits, classroom observation, parent meetings, written progress reports, and the distribution of individualized learning packets for summertime use.

The progress of the children is the testimonial to the success of the program. The post-test results indicated gains ranging from six months to thirty months. Emphasis was placed on language development, cognitive development and fine motor development.

Head Start is for the handicapped too!

CHAPEL HILL RAP COMPLETES CONFERENCES

"MAINSTREAMING IN HEAD START"

Last fall a new resource became available to Head Start Programs throughout the nation. A series of eight manuals, designed to assist teachers and parents to maximize their skills in mainstreaming children with special needs, was developed by the Administration for Children, Youth and Families.

The network of fifteen Resource Access Projects was responsible for disseminating these manuals to Head Start programs. In addition, each RAP held State workshops to train teachers in the use of the manuals.

The Chapel Hill RAP sponsored ten conferences throughout Georgia, Florida, North Carolina and South Carolina. With the assistance of the Region IV Network of Services to the Handicapped and Westinghouse Health Systems, the Chapel Hill RAP trained over one thousand teachers.

Teachers attended workshops on the topics of individualized planning, Working with Parents, and Techniques in Mainstreaming Handicapped Children. Conference participants selected two handicapping conditions to explore in depth. The three most frequently requested topics were Emotional Disturbance, Mental Retardation and Speech and Language Impairments. Two manuals were provided to each teacher who attended the conference.

Workshop evaluations were extremely positive. Teachers enjoyed the informal atmosphere of the training sessions and the opportunity to interact in small groups with specialists in the field of special education. Teachers described the manuals as well written, practical in format, and very valuable.

The Mainstreaming manuals represent the continued commitment of Head Start to work with handicapped preschoolers. This series of books will help to ensure that handicapped children will continue to participate actively and fully in Head Start classroom activities.

OUTREACH MEDIA

The Chapel Hill Outreach Series of Slide/Tape programs on Public Law 94-142 will soon be complete with the addition of the LEAST RESTRICTIVE ENVIRONMENT program which is now in production.

The LRE script employs a cascade system similar to the one adopted by CEC to describe several possible educational environments for handicapped children. The show will last approximately 8 minutes and will cost about $40 when it becomes available later this summer.

Other programs in the Outreach Series on PL 94-142 include Support Services (see page 9 this issue), Parental Rights and Responsibilities, Non-Discriminatory Testing, Individualized Educational Program (IEP), Charlotte (Due Process) and The Overview of PL 94-142.

Another series of slide/tape programs on Screening, Assessment and Diagnosis is also in production at this time. The Overview program which was produced earlier this year in collaboration with Westinghouse Health Services has been field tested and is available for $40 from the Outreach Media Department.

A complete listing of all Chapel Hill Outreach Media products and recruitment supplies is available at no cost by contacting the Media Department.

CHAPEL HILL TRAINING-OUTREACH PROJECT

BULK RATE
Non Profit Org.
Postage and Fees Paid
Permit No. 20
Carrboro, N.C. 27510

Lincoln Center, Chapel Hill, North Carolina 27514 telephone 919-967-8295

Funded by the Bureau of Education for the Handicapped, Office of Education of the Department of Health, Education, and Welfare.

APPENDIX 3.3

GIFTED HANDICAPPED PROGRAM

SUMMER NEWSLETTER 1979

Hurray for Summer!

Warm weather and lots of fun is planned for our summer school session.

SUMMER SCHEDULE

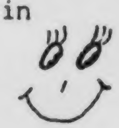
On Wednesdays I will meet with each child individually as listed below. On Thursdays we will have a regular class session.

9:00-9:30	Wendy Stallings	10:45-11:15	Crystal Hosack
9:35-10:05	Rocky Brewer	11:20-11:50	Stephanie Bonner
10:10-10:40	Tiffany Bell		

Please be prompt as we have a very busy schedule.

SUMMER VOLUNTEERS

Our summer program could not exist without each parent volunteering in the class for one day. Below is the schedule. Thanks for your support!



July 5	Donna Bell	July 26	Pat Coiner
July 12	Regina Bonner	August 2	Elizabeth Hosack
July 19	Margaret Brewer	August 9	Darlene Stallings

PARENTS PROGRAM

On Thursday all parents are expected to meet with the mothers group unless assisting in the classroom. Programs have been planned for each Thursday morning. See you There!

BOARD OF GOVERNORS

There will be a Board of Governors meeting on July 11, 1979 at 12:00 p.m. at the Church.

APPENDIX 3.3

CURRICULUM

July 5 - July 19	Summer
July 26 - August 9	Circus

MARK YOUR CALENDARS

July 4	No School
July 5	First Day of Summer School
August 16	Picnic - Last Day of Summer School
September 8	Family Picnic
September 10	First Day of School

PICNIC TIME!

On the last day of Summer School we will be meeting at the Church at 9:00 and then traveling to a nearby park to spend the morning and have a picnic lunch. All parents are invited to come along. Each child will need to bring a sack lunch. We will spend our regular class time at the park.

Apples Are For Teachers!...and Apples Are For You Too!

Listed below are ten desirable teaching behaviors with a brief description of each. Each month I will define in more detail one of the ten behaviors.

TEN DESIRABLE TEACHING BEHAVIORS

1) Get Children to Ask Questions.
   If you let children ask questions,...they learn to be curious.
2) Ask Questions That Have More Than One Right Answer.
   If children see more than one point of view,...they learn to be open to ideas.
3) Ask Questions That Require More Than One or Two Words To Answer.
   If children learn to give more than a "yes" or "no" answer,...they learn to think their answers through.
4) Get Children To Talk About Their Answers.
   If children talk about their answers,...they learn to think more deeply about things.
5) Praise Children When They Do Well, or When They Take Small Steps In The Right Direction.
   If children hear from you how well they are doing,...they learn to feel good about themselves.

TEN DESIRABLE TEACHING BEHAVIORS contd.

6) Let Children Know When Their Answers Are Wrong, But Do It In a Loving Way.
If children see the difference between right and wrong,...they learn to keep working until they find the correct answer.

7) Get Children To Back Up Answers With Facts And Evidence.
If children can explain how they got an answer,...they have learned to find the correct answer without guessing.

8) Give Time To Think About a Problem.
If children are given time to think,...they learn to think for themselves.

9) Give Time To Look At The Materials Before Starting Work.
If they become familiar with the materials first,...they learn to organize before starting something.

10) Explain What Is Going To Happen Before You Start.
If children have an idea of what is expected before they start,...they learn to think about what they will be doing.

Watch newsletter next month for first definition.

CIRCUS CLOWN

One day I went to circus town,
And saw a floppy circus clown.
His face was painted white and red,
"How do you do!" is what he said.

THE CIRCUS

The circus is coming to town
Just see the funny old clown!
The Kangaroo
The elephant, too
and the monkey all dressed in brown.

APPENDIX 3. 3

HOME ACTIVITIES

UNIT: CIRCUS

Activity 1. Play circus at home. You can use puppets, toy animals, or costumes on children in any combination. You can have the animals and puppets perform and also the children. Talk about the special sights and activities connected with the circus. Use the words associated with the special performances (for example: trapeze, bareback rider, clowns, etc.)

Activity 2. Make clown faces from paper plates. Using crayons, colored paper, fabric scraps and yarn scraps, help your child create one or more clown face on a paper plate.

Activity 3. Find and read stories about the circus. One example is the story of Dumbo the elephant with too-large ears. Point out the familiar elements of the circus in the story (for example, tent, ring, clowns, ringmaster and others.)

Activity 4. Compare the circus to the other kinds of shows or events that you might have seen with your child. Discuss the ways that the circus is different from some other shows (for example, in a 3 ring circus, there are 3 things happening at once so you really can't see it all, even if you watch carefully.) Discuss some ways it is like other events (for example, you must have a ticket, etc.)

APPENDIX 3.4

Charlotte, N. C.

Number of Agencies Represented 39

Number of Staff Trained 80

AGENCY	NUMBER OF STAFF TRAINED	DISABILITY SERVED	AGE RANGE OF CHILDREN
Association for Sickle Cell Disease 951 S. Independence Blvd. Suite 320, Charlotte, NC 28202	1	Sickle Cell Anemia and other Hemoglobinopathics	Birth to Adulthood
Blue Ridge Community Action P.O. Box 1435 Charlotte, N.C.	1	All Head Start diagnostic Criteria	3-6 years
Blue Ridge Technical Institute Route 2 Flat Rock, NC 28731	1	Speech, developmentally delayed Downs Syndrome	2-6 years
C.H.D. Infant Developmental Services 3500 Ellington St. Charlotte, NC 28211	4	All developmentally disabled	Birth to 5 years
Central Piedmont Community College P.O. Box 4009, Elizabeth Ave. Charlotte, NC 28204	1	All special populations	All
Charlotte Speech & Hearing Center 300 S. Caldwell St. Charlotte, NC 28202	1	Speech-Language-Hearing	5 months to 99 years
Cherokee County Schools Andrews High School Andrews, NC	1	All	5-21 years

AGENCY	NUMBER OF STAFF TRAINED	DISABILITY SERVED	AGE RANGE OF CHILDREN
Cherokee Head Start Box 427 Cherokee, NC 28719	1	All	2-5 years
Child Care Training Center at Central Piedmont Community College P.O. Box 4009 Charlotte, NC 28204	3	Blind, Deaf, Minimally retarded, speech and delayed development	2-5 years
Cleveland County Mental Health Programs 222 Crawford St. Shelby, NC 28150	2	Mental retardation, cerebral palsy, epilepsy	15 months to 8 years
DEC 222 West Union St. Charlotte, NC	3	All	0-10 years
Epilepsy Association 1924 Vail Avenue Charlotte, NC	1	Epilepsy	Birth - adult
Jackson County Public Schools P.O. Box 277 Cherokee , NC	2		1-18 years
Jackson County Schools - DDC Killian Annex 150 Cullowhee, NC 28723	4	Deaf Blind, C.P., Austism, Severe retardation	6-16 years
Kanapolis City Schools, Woodrow Wilson School 800 North Walnut Ave Kannapolis, NC 28081	1	Pre-School Handicapped	3-7 years

AGENCY	NUMBER OF STAFF TRAINED	DISABILITY SERVED	AGE RANGE OF CHILDREN
Kings Mountain Schools P.O. Gox 192 Kings Mountain, NC	1	Multiply-handicapped, physically cerebral palsied, developmentally delayed.	0-21 years
Helping Hand Developmental Center P.O. Box 1479 Hendersonville, NC	2	Cerebral Palsy, Autistic, M.R., E.M.R., Blind, epilepsy, non-verbal, etc.	6 weeks to 9 years
Henderson County E. Flat Rock Elem. 101 E. Blueridge St. East Flat Rock, NC	3	Multi-handicapped	2-20 years
Hoke County Children's Center P.O. Box [illegible] 907 Raeford, NC 28376	5	Severe/profound, M.R., Blind, deaf, C.P., Speech delayed	2-6 years
Gaston Community Action 2225 Cresent Lane P.O. Box 1653 Gastonia, NC 28052	2		
Lincoln County Schools Box 400 Lincolnton, NC	1	K-12 and one severely handicapped class at mental health	5-18 years
Lincoln County Day Center P.O. Box 657 Lincolnton, NC 28092	1	Sp/MR/ Multiple Handicaps	6 mos. to 16 years
Moore County Children's Center 335 S. May St. Southern Pines, NC	1	C.P., E.D., Deaf, MBD	2-6 years

AGENCY	NUMBER OF STAFF TRAINED	DISABILITY SERVED	AGE RANGE OF CHILDREN
PACT Program Piedmont Area P.O. Box 1050 Concord, NC	2	M.R., C.P., and others - high risks	0-3 years
Pat Coiner - Parent 1107 E. 9th St. Lumberton, NC	2	C.P.	0-3 years
Polk County Child Development Center P.O. Box 1576 Tryon, NC 28782	1	Mentally retarded w/related physical difficulties	3-14 years
Polk County Schools P.O. Box 697 Columbus, NC 28722	1	EMR, LD, TMR	5-17
Presbyterian Church Child Development Center 200 West Trade St. Charlotte, NC	1	Mentally Retarded	9 years
Ramsey Kindergarten ARC Meckliburg County 2821 Park Road	1	Menrally retarded	2-5 years
Richmond County Schools Box 1269 Rockingham, NC 28379	4	EMR-PMR, DB, TMR, L.D., Speech	4 years
Rutherford County Schools Old Fairground Rd. Rutherfordton, NC	3	Profound/severe developmentally handicapped	3-16 years

AGENCY	NUMBER OF STAFF TRAINED	DISABILITY SERVED	AGE RANGE OF CHILDREN
Sandhills Community Action Program 230 W. Pennsylvania Avenue Southern Pines, NC 28387	3	Mentally Retarded, C.P., Learning disability	4-5 years
Scotland County Learning Center 316 James Street Laurinburg, NC	5	Mentally retarded - severe/profound	3-16 years
Shelby City Schools Northside Children's Center 1205 Northside Drive Shelby, NC	4	Severe/profound, multi-handicapped	7-12 years
St. Mark's Center 1001 Queens Road Charlotte, NC	13	Severe/profound, M.R., deaf, blind, C.P.	3-18 years
United Cerebral Palsy Developmental Center 1900 Queens Rd. Charlotte, NC 28207	2	Cerebral palsy and other orthopedic handicaps	2-6 years
Union County Developmental Day Care Western Ujion School Rt. 2 Waxbaut, NC	2	Severe/profound Handicapped and Multiply handicapped	3-16 years
Western Carolina Center Euola Rd. Morganton, NC 28655	4	Multiple Handicapped	6-45 years
West Lincoln Child Development Center Rt. 1, Box 241A Vale, NC 28168	1	No Handicapped at present	16 months to 8 years

APPENDIX 3.5

May 3-4, 1979

Greensboro, N. C.

Number of Agencies Represented 33

Number of Staff Trained 69

AGENCY	NUMBER OF STAFF TRAINED	DISABILITY SERVED	AGE RANGE OF CHILDREN
Blue Ridge Community Action Head Start P. O. Box 1435 Lenoir, NC 28645	2	Mentally retarded - Emotionally Disturbed - Speech and Hearing Impaired - Language Disorders	3 - 5
Center for Physically Handicapped Children 2315 Coliseum Drive Winston-Salem, NC 27106	2	Multiple Disabilities	Pre-School to 15 Years
Chatham Child Development Center 806-B West 4th Street Siler City, NC	1	Mild to profound developmental disabilities	2 - 16
Chatam County Schools P. O. Box 128 Siler City, NC	1	Juvenile Rheumatoid Arthritis, C. P., Spina Bifida, brain trauma, and various visually handicapped and neurological conditions	Kindergarten to 12th grade
Davidson County Developmental Center 210 Cotton Grove Road	4	Severe/profound, multi-handicapped	2 - 21
ESR Family Services, Inc. Child Development Program 710 Coliseum Drive Plaza E Winston-Salem, NC 27106	2	Emotionally Disturbed - Health Impaired - Mentally Retarded - Speech, Language, Deaf & physically handicapped	3 - 5

3.6

Number of Agencies Represented________________ Number of Staff Trained________________

AGENCY	NUMBER OF STAFF TRAINED	DISABILITY SERVED	AGE RANGE OF CHILDREN
Foothills Mental Health Morganton North Carolina	2		
Guilford County Developmental Center 3301 E. Bessemer Avenue Greensboro, NC	3	Severe/Profound Handicapped	0 - 21 years
Guildord County Schools Drawer B-2 Greensboro, NC 27402	1	Title VI - B Coordinator	
Harnett County Developmental Day Care Center 307 N. Wilson Avenue Dunn, NC 28334	1	Multi-Handicapped	3 - 16 years
Highpoint Kindergarten for the Handicapped P. O. Box 5109 High Point, NC 27262	6	All Referred	Birth to 4 years
Hilltop Home 3006 New Bern Avenue Raleigh, NC 27610	1	Severe/Profound	0 - 6 years

AGENCY	NUMBER OF STAFF TRAINED	DISABILITY SERVED	AGE RANGE OF CHILDREN
Horizons Residential Care Center, Inc. Route 1, Box 143 Rural Hull, NC 27045	2	Severely/profoundly retarded	2 - 18 years
Kendall Center 4015 W. Wendover Avenue Greensboro, NC 27407	7	TMR, EMR, Preschoolers; Abo Severe/profound and blind; M.R., high risk and mildly delayed	Birth to 12 years
Lee County Children's Center P. O. Box 364 Sanford, NC 27330	5	M.R., Developmental disabilities	10 months to 9 years
Lee County Schools P. O. Box 1010 Sanford, NC 27330	1	Language Impaired; Moderate/Severe	3.0 to 5.11 years
Lennox Baker Children's Hospital 3000 N. Edgeworth St Durham, NC 27705	1	C.P., developmental delays, head trauma, other physical and Mental handicaps	0 - 21 years
Mental Health 300 N. Edgeworth Street	1	Emotionally, Developmentally handicapped/ autistic	3 - 6 years
Mocksville Child Development (Northwest Child Development) 717 N. Main St. Mocksville, NC 27028	1	Hearing, slightly paralyzed	2 - 5 years
Mount Airy City Schools P. O. Box 1005 Mt. Airy, NC 27030	2	Multi-handicapped	4 - 18 years

AGENCY	NUMBER OF STAFF TRAINED	DISABILITY SERVED	AGE RANGE OF CHILDREN
Northside Children's Learning Center 333 McMaster's Street Chapel Hill, NC 27514	1	TMH, S/P MH, OI, HI, SLI	2 - 16 years
Northwest Region Child Development Council (ARC) Route 2, Box 184-A, Mocksville, NC 27028	3	All	2 - 5 years
Person County Schools P. O. Drawer 1078 Roxboro, NC 27573	2		0 - 18 years
Randolph County Early Childhood Intervention 217 S. Fayetteville St. Saheboro, NC 27203	3	High Risk - moderate - S/P M.R., C.P.	Birth to 6 years
Rockingham County Enrichment Center P. O. Box 441 Madison, NC 27025	1	Physical & Mental	2 - 6 years
Rowan Developmental Pre-School Tri-County Mental Health 165 Mabley Avenue Salisbury, NC	1	Multiply-handicapped	2 - 18 years

AGENCY	NUMBER OF STAFF TRAINED	DISABILITY SERVED	AGE RANGE OF CHILDREN
Sara Barker Center 2611 Broad Street Raleigh, NC	3	Moderate to severely retarded	2½ to 6 years
St. Timothy Special Enrichment 2575 Parkway Drive Winston-Salem, NC	2	Moderate to severe/profound retarded	2 - 10 years
Stokes County Schools Danbury North Carolina 27016	1	All	2 - 18 years
Tammy Lynn Center 739 Chappell Drive Raleigh, NC 27606	3	Severe/profoundly handicapped	3 - 21 years
Tri-County CAP Head Start 404 2nd Avenue N.E. Little Falls, Minnisota 56345	1	Speech/language, health, gross motor, vision, hearing	3 - 5 years
Wake County Early Intervention Project 739 Chappell Drive Raleigh, NC 27606	1	All	Birth to 3 years
Eescare Center forChildren 441 Eldorado Street Troy, NC 27371	1	Hearing loss, congenital hypotonia	6 weeks to 12 years

Wrightsville Beach, NC

Number of Agencies Represented 18

Number of Staff Trained 50

AGENCY	NUMBER OF STAFF TRAINED	DISABILITY SERVED	AGE RANGE OF CHILDREN
ARC/Lenoir Association for Retarded Citizens P. O. Box 1677	1	Mental Retardation	Birth - Adult
Balden County Mental Health Center P. O. Box 1176, Hospital Drive Elizabethtown, NC 28337	1	All emotionally and developmentally handicapped	5 - 21 yrs.
DEC P. O. Box 2711 East Carolina University Greenville, NC 27834	1	All	1 - 21 years
Farmville Child Developmental Center 108 S. Greene St. Farmville, NC	1	All	7 mos. - 15 years
Director for Exceptional Children Bladen County Schools Box 37, King St. & Courthouse Drive Elizabethtown, NC 28337	1	Severely handicapped, TMR, Autistic	5 - 21 years
Johnson County Early Childhood Intervention Program P. O. Box 411 Smithfield, NC 27577	2	Developmentally delayed	Birth - 3 years
Lenoir County Mental Health Child Developmental Center 308 W. Lenoir Avenue Lenoir, NC	2	Moderately, severely, profoundly retarded	2 - 16 years

3.7

AGENCY	NUMBER OF STAFF TRAINED	DISABILITY SERVED	AGE RANGE OF CHILDREN
Martin County Head Start P. O. Box 806 Williamston, NC 27892	1	Speech, visually impaired, hearing impaired, physically impaired, mental retardation and health impaired.	4 - 5 years
Onslow-Camp LeJeune Developmental Center 231 York Court Jacksonville, NC 28540	11	All	birth - adult
Onslow County PACT 617 College Street Jacksonville, NC 28540	2	Retarded, developmentally delayed	Birth - 4 years
Pender County Health Department Burgaw, North Carolina 28425	1	(SSI Program) includes different handicapping conditions	Birth - 15 years
Pit County Board of Education P. O. Box 776 Greenville, NC 27834	1	EMH, TMH, GT, LD, EH	5 - 20 years
Region P. Head Start P.O. Drawer X Jacksonville, NC 28540	3	All	3 - 5 years
Sampson Children's Center P. O. Box 22 Clinton, NC	6	Multiply, severely/profoundly handicapped	0 - 13 years
United Cerebral Palsy Developmental Center Box 3092 Wilmington, NC 28403	7	Cerebral Palsy and similar neurologically based handicaps	1 - 7 years

PROMOTING & EXPANDING POTENTIAL CONFERENCE

AGENCY	NUMBER OF STAFF TRAINED	DISABILITY SERVED	AGE RANGE OF CHILDREN
Wages Head Start 300 N. Virginia Street Goldsboro, NC 27530	6	All	3 - 5 years
Early Childhood Intervention Program 1504 West Washington Avenue Kinston, NC 28501	2	Developmentally delayed - MR	Birth - 5 years
Bladen County Health Department Box 188 Elizabethtown, NC 28337	2	All	0 - 75 years

Announcing

APPENDIX 3.7

The Conference on

PROMOTING AND EXPANDING POTENTIAL of Young Handicapped Children

St. Mark's Developmental Center

Charlotte, N.C. MARCH 29-30, 1979

The Chapel Hill Training-Outreach Project would like to invite you and your interested staff to the PEP conference scheduled for Charlotte, North Carolina.

FOCUS

This conference will focus on the educational needs of the young (birth-6) handicapped child. Special attention will be given to the multiply handicapped and cerebral palsied child.

TOPICS

Day I
- Assessment of the Young Child
- Assessment of the Multiply Handicapped Child
- Developing the I.E.P.
- Communication Techniques for the Multiply Handicapped Child
- Social Emotional Development of the Handicapped Child

Day II
- Developmental Stimulation Curriculum
- The Gifted-Handicapped Curriculum Guide
- Structuring the Learning Environment for the Physically Handicapped Child
- Involving the Parent in the Child's Educational Process

This program is planned to offer practical, useful information for professionals evaluating and providing programming for young handicapped children.

COSTS

A registration fee of $2.00 to cover costs of printing workshop materials and refreshments will be charged.

REGISTRATION

Please complete the registration form enclosed and return as soon as possible in the stamped, addressed envelope provided. (Map to St. Mark's Center is enclosed.)

Funded by the Bureau of Education for the handicapped Office of Education of the Department of Health, Education, and Welfare.

REGISTRATION FORM for PEP Conference, Charlotte, North Carolina

yes ☐ I will be able to attend the conference March 29 and 30.

I will bring _______ staff members.

no ☐ *I will not be able to attend the conference because

____

____

Name: ____

Agency: ____

Address: ____

Phone Number: ____

Handicapping Conditions Served: ____

Age Range: ____

*Not necessary information, but it is helpful to us in future conference planning.

The Chapel Hill Training
Outreach Project

APPENDIX 3.7

announces The Conference on

PROMOTING and EXPANDING POTENTIAL of Young Handicapped Children

RODEWAY INN -- I-40 -- JAMESTOWN ROAD
GREENSBORO, N.C. MAY 3 - 4, 1979

THE CHAPEL HILL TRAINING-OUTREACH Project would like to invite you and your interested staff to the PEP CONFERENCE scheduled for Greensboro, North Carolina.

FOCUS

This conference will focus on the educational needs of the young (birth-6) handicapped child. Special attention will be given to the multiply handicapped and cerebral palsied child.

TOPICS

Day I
- Assessment of the Young Child
- Assessment of the Multiply Handicapped Child
- Developing the I.E.P.
- Communication Techniques for the Multiply Handicapped Child
- Developmental Stimulation Curriculum

Day II
- Social Emotional Development of the Handicapped Child
- The Gifted-Handicapped Curriculum Guide
- Structuring the Learning Environment for the Physically Handicapped Child
- Involving the Parent in the Child's Educational Process
- Promoting a "Mainstream" Environment for Preschool Handicapped

This program is planned to offer practical, useful information for professionals who evaluate and provide programming for young handicapped children. The program day will be from 8:30 a.m.-4:00 p.m.

COSTS

A registration fee of $10.00 will be charged to cover cost of printing materials in workshop packets and a buffet luncheon for both days.

REGISTRATION

Please complete the registration form enclosed and return as soon as possible in the stamped, addressed envelope provided. Registration fees will be collected at the conference site. Checks should be made payable to the Chapel Hill Training-Outreach Project.

Funded by the Bureau of Education for the Handicapped, Office of Education of the Department of Health, Education, and Welfare.

REGISTRATION FORM for PEP Conference, Greensboro, North Carolina

yes ☐ I will be able to attend the conference May 3 and 4.

I will bring _______ staff members.

no ☐ *I will not be able to attend the conference because

____

____

Name: ____

Agency: ____

Address: ____

Phone Number: ____

Handicapping Conditions Served: ____

Age Range: ____

*Not necessary information, but it is helpful to us in future conference planning.

The Chapel Hill Tra

Outreach Project

APPENDIX 3.7

announces The Conference on

PROMOTING and EXPANDING POTENTIAL of Young Handicapped Children

HOLIDAY INN NORTH LUMINA AVE.
WRIGHTSVILLE BEACH, NC JUNE 21-22, 1979

THE CHAPEL HILL TRAINING-OUTREACH Project would like to invite you and your interested staff to the PEP CONFERENCE scheduled for Greensboro, North Carolina.

FOCUS

This conference will focus on the educational needs of the young (birth-6) handicapped child. Special attention will be given to the multiply handicapped and cerebral palsied child.

TOPICS

Day I
- Assessment of the Young Child
- Assessment of the Multiply Handicapped Child
- Developing the I.E.P.
- Communication Techniques for the Multiply Handicapped Child
- Developmental Stimulation Curriculum

Day II
- Social Emotional Development of the Handicapped Child
- The Gifted-Handicapped Curriculum Guide
- Structuring the Learning Environment for the Physically Handicapped Child
- Involving the Parent in the Child's Educational Process
- Promoting a "Mainstream" Environment for Preschool Handicapped

This program is planned to offer practical, useful information for professionals who evaluate and provide programming for young handicapped children. The program day will be from 8:30 a.m.-4:00 p.m.

COSTS

A registration fee of $10.00 will be charged to cover cost of printing materials in workshop packets and a buffet luncheon for both days.

REGISTRATION

Please complete the registration form enclosed and return as soon as possible in the stamped, addressed envelope provided. Registration fees will be collected at the conference site. Checks should be made payable to the Holiday Inn, Wrightsville Beach.

Funded by the Bureau of Education for the Handicapped, Office of Education of the Department of Health, Education, and Welfare.

3.8

REGISTRATION FORM for PEP Conference, Wrightsville Beach, North Carolina

yes ☐ I will be able to attend the conference June 21-22.

I will bring ______ staff members.

no ☐ *I will not be able to attend the conference because

____

____

Name: ______________________________

Agency: ______________________________

Address: ______________________________ ZIP

Phone Number: ______________________________

Handicapping Conditions Served: ______________________________

Age Range: ______________________________

*Not necessary information, but it is helpful to us in future conference planning.

PEP CONFERENCE
St. Mark's Developmental Center
Charlotte, NC

Thursday, March 29

EVALUATION COMPILATION

On a scale of 0-100%, circle the percentage which best indicates the value of the following components

---

I. Overall Value of Workshop

92%

0 10 20 30 40 50 60 70 80 90 100

Comments:

1. Fine day! Good pace.
2. Only workshop in months that all sessions had meaning.
3. Very good for the sake of information. I don't contact handicapped kids except those with sickle cell anemia and those contacts are few.
4. Well organized; good materials; interesting all the way through.
5. You have sparked many things!
6. Videotape, slide presentations, overhead projections very good.
7. Overall the workshop has been in direct benefit to my program.

II. Sessions

9:15-10:30
Developmental Assessment
E-LAP, LAP-D, IEP

95%

0 10 20 30 40 50 60 70 80 90 100

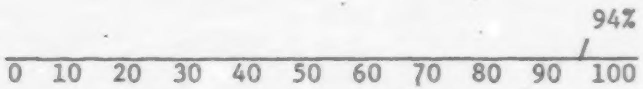
1. E-LAP especially well done.
2. Need to give more individual lesson.
3. Maybe needs more depth.
4. Like your view of IEP. Very realistic and straightforward--not trying to to seem too bureaucratic.
5. I'm really happy to see the procedure on LAP form.

II. Sessions (continued)

9:15-10:30

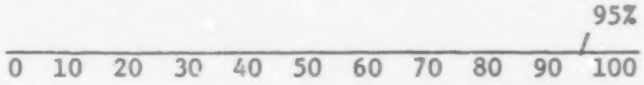
6. I never feel we have enough training on a good IEP.

10:45-11:45
Assessment of the Multiply-Handicapped Child



1. Fun, enjoyable, practical ideas for normal kids, too!
2. This was very good as she showed slides.
3. Very, very good in everything.
4. Could listen to Ms. Doster all day! Cheers.
5. Really helped management techniques for CP kids.

12:45-2:30
Communication Systems for the Multiply-Handicapped Child



1. This is a new area for many of us. More explanation of the communication would have been helpful.
2. Interesting new areas of considerations.
3. She did everything good.
4. Very useful information; well put.
5. Very interesting.
6. Very informative and interesting.
7. Felt bombarded and would have liked more time on this, but feet it very useful.

II. Sessions (continued)

2:30-3:30
The Social-Emotional Development of the Handicapped Child

86%
0 10 20 30 40 50 60 70 80 90 100

1. Tape especially good.
2. I feel like more specific suggestions would have been more beneficial than brief overview.
3. Need more time to discuss.
4. Appreciate the personal sharing of Ms. Parker. Could have been more specifi in this area. Video excellent.
5. Interesting.
6. Videotape was great to see.
7. Needed more in depth strategies.

3:30-4:00
"A Day in the Life of Bonnie Consualo"

90%
0 10 20 30 40 50 60 70 80 90 100

1. Would like to have seen this film.
2. Mind bending even on repetition.
3. Really Interesting.
4. The movie presented at end was fantastic.

III. Please list and discuss any other topics that would interest you for future workshops or if you would desire on-site technical assistance.

1. Communication systems. The use of numbers as reference to words was not cle understood. More time needed to make that clear.
2. Idea--statewide or regional P.T. workshops for teachers to attend--actual training sessions. Or is there such a thing?
3. A LAP-D workshop-training sessions; teacher-made materials workshop.
4. I feel a day or half day for the individual topics would be more beneficial.

III. Topics for future workshops or technical assistance (continued)

5. Training on use of E-LAP; involvement of child in the planning of program for him/her--how to involve child?; explain program to him--What level of explanation to use, etc. In other words, how can we give/help child control his own life?
6. Follow up to this workshop after we have had some time to put some things to use that we have learned.
7. Teacher-made materials workshop in communications; teacher-made materials workshop in assessment; intermediate or indepth assessment. I would love any assistance you might be able to give.
8. More training in area of mental retardation.

PEP CONFERENCE
St. Mark's Developmental Center
Charlotte, NC

Friday, March 30

EVALUATION COMPILATION

On a scale of 0-100%, circle the percentage which best indicates the value of the following components

---

I. Overall Value of Workshop

91%

0 10 20 30 40 50 60 70 80 90 100

Comments:

1. Great!
2. Super! As always.
3. This was a very interesting and valuable workshop.
4. Off pace with too much unnecessary talk.
5. Excellent information for life in general!
6. Afternoon sessions were best.
7. Very informative!

II. Sessions

9:00-10:30
Involving the Parent in the Child's Educational Process

89%

0 10 20 30 40 50 60 70 80 90 100

1. Especially relevent since I am a PACT parent trainer/OTR.
2. Good; I liked the involvement of the audience.
3. Well done. Models and role plays were helpful--but longish.
4. Most helpful in realizing importance of open communication.
5. Very informative.
6. Skit was very good; role-playing helpful.

II. Sessions (continued)

10:45-12:00
A Pre-School Curriculum for the Gifted-Handicapped

73%

0 10 20 30 40 50 60 70 80 90 100

1. Not detailed enough.
2. Audrey was good--rest was not as new as I hoped--longish.
3. Need some break--was a little long.
4. Very good information, but not very practical in my work.
5. Slide presentation was interesting on visually impaired children.
6. I would liked to have seen or heard more about physically involved children.

1:00-2:00
Structuring the Learning Environment for Developmental Stimulation

86%

0 10 20 30 40 50 60 70 80 90 100

1. These concepts are especially helpful in our home-based program.
2. Good suggestions and ideas.
3. Learned a lot about assessment; good information.
4. Too much talk, too little from Joan and slides.
5. Should have started on time.
6. Excellent information.
7. Idea stimulating; really made me want to improve my classroom.

II. Sessions (continued)

2:00-2:45
Designing a Classroom Movement Lab

95%

0 10 20 30 40 50 60 70 80 90 100

1. Super.
2. Great. I feel that "movement" needs to be given more attention in programs. Ken was enthusiastic!!
3. Excellent presentation.
4. Excellent information.
5. Really informative.
6. He showed enthusiasm and got everyone else enthused.

2:45-3:30
Promoting a "Mainstream" Environment for Preschool Handicapped Children

96%

0 10 20 30 40 50 60 70 80 90 100

1. Yippee!
2. I wanted to hear all of what Julia had to say.
3. Superb!
4. Move up sooner in program.
5. Very good.
6. Really encouraging.

III. Please list and discuss any other topics that would interest you for future workshops or if you would desire on-site technical assistance.

1. I though the movement lab was great! Also, Dot Cansler brought out some good ideas to think about. I thoroughly enjoyed what sessions I attended. I would like to learn more about movement labs!
2. Would like, at future workshops, to have list of participants and the agency they are from or at least agency or name tag.
3. Learning environment teacher-made workshop. Teacher stimulation workshop. More Julia Williams.

APPENDIX 3. 8

PEP CONFERENCE
Rodeway Inn
Greensboro, North Carolina

Thursday, May 3

EVALUATION COMPILATION

On a scale of 0-100%, circle the percentage which best indicates the value of the following components

---

. Overall Value of Workshop

/88%
0 10 20 30 40 50 60 70 80 90 100

Comments:

1. Very interesting and educational.
2. Very interesting and educational.
3. Very informative and educational.
4. Overall, very useful and interesting. Too rushed. Not enough time for reaction.
5. Need more time with each topic.
6. I have enjoyed this session because the majority of it was informative I think.
7. Time well spent.
8. Very good, varied pact, not boring.
9. Too general.
10. Good exposure to a variety of valuable subjects.
11. I believe this is one of the best workshops I've seen. Such enthusiasm.
12. This workshop did not touch a great deal on the population I serve (S & P retarded); however, it was very informative. I especially enjoyed the way in which it was set up (short sessions with different speakers).
13. I really enjoyed all the workshop. Bobbie Lubker was very, very good. I really enjoy her.
14. The morning section could have been more specific.
15. Would like to attend more like these which have a broad topic range!
16. The overall value of the workshop was super!

I. Overall Value of Workshop (continued)

17. All of the information presented was of great importance to professional working with M.R. kids.
18. Although not really relevant to our population, very well presented and informative workshop.
19. Outstanding.
20. Excellent.
21. Diversity of topics kept interest alive. Much basic information given without professional jargon--so easily assimilated.

I. Sessions

9:15-10:15

Developmental Assessment
E-LAP, LAP-D, IEP

/87%
0 10 20 30 40 50 60 70 80 90 100

1. Good introduction to E-LAP and I will use it.
2. Impressed with the E-LAP!
3. Good overview of meaning of assessment.
4. Would have preferred to have more information; was rather scant.
5. Very good.
6. Need to discuss the E-LAP and LAP-D more detailed.
7. Not as valuable only because it was repetitious of training I recently had.
8. Have already seen. Whould be broadened and not concentrated mostly on LAP-D. Almost like an advertisement for LAP.
9. We plan to use it.
10. Interesting. I look forward to using the E-LAP! The new parts are great.
11. Needed to see more about E-LAP, LAP-D.
12. I needed to hear about the IEP. We need a revised Early LAP. Our program has LAP-D but no one seems to be using it.
13. E-LAP is a great improvement over the Infant LAP.
14. Informative. Would have liked more information on LAP-D.
15. Excellent.

II. Sessions (continued)

9:15-10:15

16. Interesting, but not very applicable to my clients.
17. Would have liked to hear about some different kinds of assessment tools in addition to LAPs.

10:25-11:00
Criterion-Referenced and Norm-Referenced Assessment

/84%
0 10 20 30 40 50 60 70 80 90 100

1. Good overview and informative.
2. Excellent presentation; very definitive answers!
3. This was excellent.
4. Good.
5. Very important to me as a psychologist.
6. Already knew.
7. Good explanation of these terms.
8. Good, simple information.
9. I agree; programs vary in economical and area settings.
10. Good; to the point.
11. Excellent.
12. Only people with a great deal of testing experience could apply to this.

11:00-12:15
Positioning and Handling the Cerebral Palsied Child

/80%
0 10 20 30 40 50 60 70 80 90 100

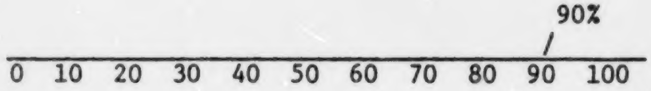
1. Case study approach was good. Interaction between disciplines stressed; excellent.
2. Would have liked to have seen more about positioning.
3. Did not cover enough in terms of individual differences among kids.
4. Not enough said about handling C.P. child.
5. Interesting presentation.
6. So creative and helpful.

II. **Sessions (continued)**

11:00-12:15

7. Enjoyed one child's experience but should give a broader range of suggestions for physically handicapped kids.
8. Already knew.
9. Good, but redundant for me. I recently attended her workshop.
10. I did not receive as much information on this topic as I hope. I'll get from reading materials.
11. Outstanding, though little attention to handling.
12. Excellent.
13. Case study fun to watch, but was under impression topics would be very specific in technique.
14. Need more specific information.

1:15-2:30
Language Development of the
Preschool Handicapped Child



1. Not sure of presenter's objectives; not unified.
2. Very interesting.
3. She's an enlightened woman; very informative.
4. Good. I was already familiar with this information; others may not have been.
5. Very well discussed.
6. Really broadened my awareness.
7. The lady really keeps your interest and has realistic materials.
8. Excellent.
9. Helpful; very interesting. I more fully appreciate my ability to communicate.
10. Good, lively presentation after lunch.
11. The presentation and information was great! Very helpful to my services.
12. Outstanding presentation; tremendous professional.
13. Very good.

1:15-2:30

14. Fascinating, lively, many specific examples.
15. Not fair to evaluate, I have taken Lubker's course.

2:45-3:45

Communication Systems for the Multiply Handicapped

83%

/

0 10 20 30 40 50 60 70 80 90 100

1. Very educational.
2. Involvement of presenter was excellent. Useful information.
3. Good but maybe a little too repetitive.
4. I found that developing communication systems seemd somewhat complicated and would be hard for the average person to utilize.
5. Interesting; some useful information.
6. Too general, but good.
7. Some important information.
8. Wonderful mom. Wish I were as courageous as she; good ideas.
9. I enjoyed it because I knew little about this type of communication.
10. The presentation and information was necessary and helpful in servicing CP children.
11. Very good; though long and repetitious.
12. Excellent.
13. Concrete ideas and information, presented in a vivacious manner.
14. Excellent! Dynamic speaker.

3:45-4:00

"A Child Is A Child"

73%

/

0 10 20 30 40 50 60 70 80 90 100

1. Technical problems to presentaiton; distracting but good film.
2. Good film for parents!
3. So-So.
4. The movie was very inspirational.

II. Sessions" (continued)

3:45-4:00

5. Good ending for the day.
6. Very disturbed by the sound; could not appreciate the film.
7. Good.
8. True, true, true! Children are more normal than abnormal.
9. To emphasize the need to let our clients by children; normalcy.
10. Very good.
11. A suitable selection for the day's end.

III. Please list and discuss any other topics that would interest you for future workshops or if you would desire on-site technical assistance.

1. Assessment alternatives.
2. Alternative communication strategies.
3. More on handling, positioning.
4. More on language disorders.
5. Feeding programs on a nonverbla, athetoid CP child.
6. Medicines for the hyperactive child and their side effects.
7. Knowing the difference between criterion-referenced and norm-referenced test and their significance in properly evaluating the child.
8. Finding the appropriate problem of the child and working out a suitable and beneficial plan to implement the child.
9. Criterion-referenced and norm-referenced was very interesting. I would like to see more in-depth training in this area. There is also need for training in discipline of the retarded child.
10. Incorporate leisure time as a follow up on educational or p.t. training.
11. I felt the workshop could have benefited from introductions of the participants. Found the lectures informative, very helpful to what I am doing.

APPENDIX 3.8

PEP CONFERENCE
Rodeway Inn
Greensboro, North Carolina

Friday, May 4

EVALUATION COMPILATION

On a scale of 0-100%, circle the
percentage which best indicates the
value of the following components

I. Overall Value of Workshop

87%
/
0 10 20 30 40 50 60 70 80 90 100

Comments:

1. A little less related to my field than Thursday's session. But really good presentations.
2. Good audiovisuals. Informative presenters.
3. Valuable and practical information.
4. I felt that the whole workshop gave me a wealth of valuable information and a new outlook on that information.
5. Very general.
6. Stimulating.
7. Information was varied, useful and well presented.
8. Excellent.
9. There was a lot to offer in a few hours but you did it!
10. Not as good as I had hoped, yet better than many.
11. All of the sessions were very interesting. I enjoyed all of the different ideas and opinions and plan to use as many of the ideas I possibly can.

II. Sessions

9:00-10:30

Involving the Parent in the Child's
Educational Process

87%
/
0 10 20 30 40 50 60 70 80 90 100

1. Great!
2. Fairly informative.
3. Need to broaden some of the answers given to questions about legal issues.
4. Role playing was excellent. Approach--very informative; useful information.
5. Needed more time to discuss in more detail--would have liked some problem solving in case studies presented by audience.

3.9

II. Sessions (continued)

9:00-10:30

6. Very informative, well structured.
7. Great.
8. Good involvement of workshop participants.
9. Excelleny!
10. Excellent.
11. Liked role play; brought point home.
12. I always enjoy role play and group participation!
13. This seems to cover things I already knew.

10:45-12:00

Social-Emotional Development of the Handicapped Child

89%

0 10 20 30 40 50 60 70 80 90 100

1. Great; glad to see this type of lecture.
2. Glad he was flexible to answer questions.
3. Very informative.
4. As a parent of a handicapped child and as a teacher, so glad that this issue is becoming a focus.
5. Good insight.
6. Great.
7. Thought provoking. I have a better understanding of the topic.
8. Excellent.
9. Very good! Video excellent! I regretted not being able to see the comparison to norm.
10. I would enjoy a whole workshop conducted by Dr. Mesibov.

1:00-1:30

A Pre-School Curriculum for the Gifted-Handicapped

75%

0 10 20 30 40 50 60 70 80 90 100

1. Not applicable for my program.
2. She's good; not so valuable.
3. Informative, useful but much too short.
4. Glad to know such a curriculum will soon be available.
5. Good deal of information touched upon.
6. Good, but not relevant to me! Should be broader.
7. Good; am familiar with program.
8. Excellent.

II. Sessions (continued)

1:00-1:30

9. Would have liked to seen more.
10. I didn't get as much information or identification about gifted and talented and normal
11. Good; a different approach.

1:30-2:15

Structuring the Learning Environment for Developmental Stimulation

78%

0 10 20 30 40 50 60 70 80 90 100

1. Not applicable for me at present but good.
2. Good, important information.
3. Informative, well presented.
4. Not applicable to children's level I work with but informative.
5. Administered very well.
6. Great.
7. Good for new ideas for me to use in home-parent training.
8. This was the most appropriate session for the population I serve.
9. Good.
10. Good ideas and slides.
11. Was not material I was unaware of at this point.
12. Not as relevantto my population as I had hoped.

2:25-3:10

Designing a Movement Lab

91%

0 10 20 30 40 50 60 70 80 90 100

1. Innovative; seems practical.
2. Good inforamtion; a little too long in light of tight schedule.
3. Excellent presentation.
4. Informative; interesting; important concepts to remember.
5. Uniquely done.
6. Very good. Idea provoking.
7. Very good.
8. Too bad it was late.
9. Presentor, materials, audio appropriate and helpful overall. We just had Ken and he is great!
10. New concepts; very applicable.

II. Sessions (continued)

3:10-3:50

Promoting a Mainstream Environment
for Pre-School Handicapped Children

89%

0 10 20 30 40 50 60 70 80 90 100

1. Not enough time.
2. Very informative, but entirely too short; especially in light of the importance of subject.
3. Not enough time to benefit from her expertise.
4. Lack of time main problem.
5. Need to be more detailed to child services.
6. Too short. I know it would have been good.
7. Excellent.
8. Friday! Attention span was going downhill. Not enough presentation to make a judgment.
9. I am always overwhelmed with Ann Sanford's presentations! She is a special person to the handicapped population!

III. Please list and discuss any other topics that would interest you for future workshops or if you would desire on-site technical assistance.

1. Each of the aforementioned topics could serve as a theme for an entire workshop. This was a good introduction but needs to be followed up with indepth workshops.
2. I would greatly appreciate some competency-based training at Hilltop Home in Raleigh, N.C. (severe-profound multi-handicapped, birth-6 years) Diane Scoggins, teacher
3. Occupational therapy in school system.

APPENDIX 3.8

PEP CONFERENCE
Rodeway Inn
Wrightsville Beach, N. C.

Friday, June 22, 1979

EVALUATION COMPILATION

On a scale of 0-100%, circle the percentage which best indicates the value of the following components

---

1. Overall Value of Workshop

90%
0 10 20 30 40 50 60 70 80 90 100

Comments:

1. Enjoyed it so much. Julia Williams made a lasting impression.
2. Fantastic! Thank you for all of this.
3. Outstanding!
4. Excellent Conference! Please continue to share training with Head Start. The two days were well-organized and filled with a lot of good information.
5. Some of the sessions were almost non-applicable to our programs but the knowledge I received was tremendous. Thanks.
6. Now a workshop where we actually do some work while were here. For example, make a teacher-made material while were here.
7. I enjoyed the workshop and hope there will be more work shops in the future.
8. I learned so much! Your speakers were great.
9. Very interesting, informing and highly valued. Room was too cool. I would like to have more audience participation. Please see other comments below.
10. Thanks.
11. Quality of resources and information was very good.
12. The scheulde was followed closely and professionally.
13. Really excellent! Thanks.
14. Great variety - but most applied to my needs.
15. Almost every aspect of the conference applied to us in the developmental center.

16. The overall workshop was very good.

17. It was a rewarding workshop. I learned a lot. Hope there will be more workshops.

18. The workshop has been extremely useful to me as a professional. In addition to very helpful and specific suggestions for managing the handicapped child, you have stimulated my thinking in such a way as to help me to refine and redirect my overall philosophy in early intervention. I've seen many areas in which I've almost lost sight of the child himself and his wholeness, in my concentration on reaching the goals I've set for him. I can say without a doubt that this has been the most exciting and beneficial learning experience I've had in many years. All of the presenters have had something unique and valuable to offer. I expect to incorporate a lot of what I've learned into my daily interactions with children and parents.

II. Sessions

9:00-10:00
Social Emotional Development of
the Handicapped Child

87%
0 10 20 30 40 50 60 70 80 90 100

1. Dr. Mesibov's statement was put over very well. I enjoyed it.
2. I have heard this in other education classes. He is a good speaker and interesting.
3. Please expand this into a separate workshop. Information is needed!
4. Sensitive!
5. Video-tape was good.
6. Refreshing to hear someone talk about this.
7. Some real comments.
8. Very good!

10:15-11:00
Structuring the Learning Environment
for Developmental Stimulation

98%
0 10 20 30 40 50 60 70 80 90 100

1. She put it over very well.
2. This is needed desperately! Thank you so much.
3. Wish there had been more time.
4. Very good. Handouts will be especially helpful.
5. It was very good.

6. Great!
7. Very interesting; first I had heard about anything for the profoundly retarded.

11:00-12:00
A Pre-School Curriculum for the Handicapped Child

85%
0 10 20 30 40 50 60 70 80 90 100

1. Ms. Greene's talk was very nice and interesting.
2. This needs to be a separate workshop in itself. Basically not applicable to rest of sessions.
3. Good content, but moved fast.

1:00-2:00
Language Development of the Pre-school Handicapped Child

88%
0 10 20 30 40 50 60 70 80 90 100

1. Very good - enjoyed Ms. Lubker's talk. Keep on!
2. I've had this before, but she's wonderful.
3. Very interesting - need more workshops on this.
4. More!
5. Excellent knowledge presented by Bobbie.
6. Interesting. Not specifically applicable, but I really enjoyed listening.
7. Funny lady.
8. As a speech pathologist, I would like to make some suggestions regarding the information that is presented to conferences of this type on speech and language intervention. Because of experiences I have had, I would urge that caution be exercised in providing certain kinds of information to professionals who do not have solid backgrounds in speech and language. For example, Ms. Lubker provided the conference participants with copies of the Henja Artic Test. While this in itself should be useful to other professionals attempting to diagnose articulation disorders, because a child can or cannot repeat certain words after his teacher. I have seen other professionals tell a parent that their child does not have an articulation disorder because he is able to

repeat words that contain all the phonemes that a particular testing instrument says should be present at his age. While the information that was presented was useful and well organized, I would strongly urge that professionals are cautioned to develop speech and language intervention strategies with the advice and consent of a certified speech pathologist whenever possible.

2:10-3:10
Positioning and Handling of the Cerebral Palsied Child

82%
0 10 20 30 40 50 60 70 80 90 100

1. It was very injoyable.
2. Applicable to teaching experiences.
3. Review of previous skills in handling C. P.
4. Good; I wish there had been more time so that we could have gotten into more detail.
5. It was good but she could have made it more interesting.

3:10-3:40
Teacher-Made & Acquired Equipment for a Development Day Care Program

82%
0 10 20 30 40 50 60 70 80 90 100

1. Very interesting.
2. These ideas are terrific.
3. Helpful.
4. This section was very functional and interesting. It had limited value for me personally, only because of the nature of my job setting.
5. Thank you, Rose Smith.

III. Please list and discuss any other topics that would interest you for future workshops or if you would desire on-site technical assistance.

1. I would like more information on working with the very young (6 mos. - 4 yrs.) and the severely and profoundly handicapped children.

2. Thank you so much. You did a wonderful job in coordinating a superior group of professionals. I've never heard so many dynamic speakers in a 2-day period.
3. I thoroughly enjoyed these past two days and learned a great deal. I am the Infant Teacher at Farmville Chilot Developmental Center and am interested in any material you could send me.
4. Excellent sources of media and information. We need workshops on these above subjects alone: i.e., structuring learning environments and data collection, social/emotional development of handicapped children, counseling and working with parents of handicapped children; Language development with teacher made materials and available tests; How to obtain money (grants) for special equipment; the Handicapped Child and Sex Education; and music and art therapy.
5. This type of PEP conference is quite beneficial. Mix the presentations up so that there's not so many "talk sessions" straight through.

APPENDIX 3.8

PEP CONFERENCE
Rodeway Inn
Wrightsville Beach, N. C.

Thursday, June 21, 1979

EVALUATION COMPILATION

On a scale of 0-100%, circle the percentage which best indicates the value of the following components

---

Overall Value of Workshop

95%

0 10 20 30 40 50 60 70 80 90 100

Comments:

1. Very glad I came. As below, some was not specifically applicable, but all was interesting and inspiring!
2. I have really enjoyed this day - both on a professional and personal level. Thank you.
3. Thank you.
4. Super speakers; intersting topics.
5. Very relevant - speakers were excellent and made me stop, think and get my brain wizzing!

II. Sessions

9:15-10:30

Developmental Assessment
E-LAP, LAP-D, IEP

88%

0 10 20 30 40 50 60 70 80 90 100

1. Oversimplified
2. Except for LAP-D, all was applicable and was very helpful.
3. All ready received a lot of info on this.
4. We work with severely retarded children, yet all information is helpful!

II. Sessions, continued

10:45-12:00
Involving the Parent in the
Child's Educational Process

82%
0 10 20 30 40 50 60 70 80 90 100

1. Very interesting, but most of our children do not have parents in contact with them.
2. Super job!
3. Very good.
4. Interesting role play.

1:00-2:15
Communication Systems for the
Multiply Handicapped Child

93%
0 10 20 30 40 50 60 70 80 90 100

1. Dynamic and with personal interest.
2. Great!
3. Excellent!
4. This was of special interest.
5. Dynamic lady
6. This was of special interest.

2:30-3:15
Designing a Movement LAB
for Motor Development

87%
0 10 20 30 40 50 60 70 80 90 100

1. Not specifically applicable. All our kids are non-ambulatory. Again, very interesting.
2. More on this topic - How to incorporate in class.
3. Some good ideas.

II. Sessions, continued

3:15-4:00
Promoting a Mainstream
Environment for Preschool
Handicapped Children

98%
0 10 20 30 40 50 60 70 80 90 100

1. Excellent
2. Really enjoyed
3. Excellent
4. Thoroughly enjoyed talks.
5. Very inspiring
6. Great!!
7. Great!!

4:00-4:15
"A Child is a Child"

100%
0 10 20 30 40 50 60 70 80 90 100

1. No comments

III. Please list and discuss any other topics that would interest you for future workshops or if you would desire on-site technical assistance.

1. Very good!
2. We would like on-site technical assistance on E-LAP and all other areas.
3. Would like on-site on 1) movement lab 2) communication board
4. More training in areas related to the severely and multi-handicapped child; blind/ visually impaired child; keep us informed on new ideas and materials.
5. More training on working with 1) severely handicapped children (mentally) 2) severely handicapped children (physically).
6. Workshop dealing with profoundly retarded, non-ambulatory, multiply handicapped children.
7. Desire on-site technical assistance in Communication systems & movement lab at Gifted-Program Fayetteville. Contact Barbara Stehle.
8. Severely and Profoundly handicapped children.

APPENDIX 3.9

CHAPEL HILL INCENTIVE PROGRAM
Services and Student Intern Agreement

DATE: ____________________

Indicate which children were service recipients:

Check one:

☐ Consultant: ______________________________

☐ Student: ______________________________

Purpose of consultation:

Purpose of Placement: (For University students)

The consultant/student agrees to: (Circle one)

The CHIP staff agree to:

Signed:

____

____

APPENDIX 3.10

CHIP CLASSROOM

OBSERVATION FORM

I. NAME:

II. POSITION:

III. AGENCY:

IV. PURPOSE OF OBSERVATION:

V. COMPONENTS OF MAJOR INTEREST:

VI. REACTION TO OBSERVATION:

a) Room arrangement and schedule:

b) Concept Lesson: (See item D before completing.)

c) Small Group Activity:

d) Please review the attached Micro-Teach form. If you are a graduate student in eudcation or a professional in education or psychology, please complete the form for the teacher's information and return it to the folder with your Observation form.

Other observers are welcome to take the Micro-Teach form as a guidelin· to teaching observation.

Thank you for your time and attention. If you have any questions, please list below.

CHIP Staff

Micro-Teach Form

Teacher: ______________________ Lesson Objective: ______________________

Date: _____________

CODE: 1 - needs improvement
2 - satisfactory
3 - excellent

	1	2	3	COMMENTS
Lesson Objective:				
a) was objective clear?				
b) was objective appropriate?				
c) was objective achieved?				
Attending Behavior:				
a) was child's attention established before presenting instructions?				
b) was child's attention maintained by:				
1) presenting materials quickly and smoothly?				
2) changing tasks before child became bored?				
3) ending lesson at appropriate time (while child's interest is high; when objective achieved, etc.)?				
Techniques Used:				
a) modeling the behavior expected?				
b) prompting by giving physical assistance in making appropriate responses?				
c) cueing to help child determine correct response?				
d) fading the amount of help given?				
e) shaping or increasing the ability or skill of child?				
Materials:				
a) were they appropriate for the task?				
b) were they controlled by the teacher?				
c) were they innovative or creative?				
d) were distracting materials eliminated?				
Reinforcement:				
a) were correct responses consistently reinforced?				
b) was reinforcement immediate?				
c) was reinforcement enthusiastic?				
d) was non-verbal reinforcement used? Describe.				
e) was teacher's treatment of incorrect responses appropriate?				
f) did lesson end on a positive note?				

ADDITIONAL INFORMATION

CHIP Follow-Up Consultation Form

Child: ____

Date Transferred: __________________________________

Placement: ____

Follow-Up Services Requested?

YES ☐ NO ☐

Type of follow-up:

____ telephone

____ conference

____ direct involvement

Frequency of invovlement:

____ daily

____ Weekly

____ Monthly

____ as needed

CHIP staff person responsible for follow-up:

____

Primary agency representative:

____